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ABSTRACT

A study examined the relevance of vocational information and guidance for the equal access of girls and women to technical/vocational education in the following countries: Argentina; India; Mexico; Republic of Korea; South Africa; Spain; Sweden; Turkey; United Arab Emirates; and Zambia. Case studies were conducted by using a multiple-strategy approach that involved combining a structured 27-item questionnaire with materials describing national legislation, policy, and implementation plans and materials describing programs. The questionnaires, which were completed by in-country collaborators, focused on three broad areas: national policy; vocational guidance programs, and transportable guidance components. It was discovered that most countries surveyed have national policies supporting equal employment and education for girls and women and that considerable efforts have been made within technical/vocational education to implement structures and develop strategies supporting increased enrollment, completion, and placement of girls and women within nontraditional technical/vocational fields. The extent of protection provided varied significantly by country. The study findings were summarized and analyzed on national and world levels and used as a basis for formulating recommendations to national governments and ministries of labor and education regarding developing vocational/career guidance programs. Contains 25 references. Appended are the following: survey instrument; names/addresses of respondents from participating countries; and guidelines for career guidance programs. (MN)

ED 398 457

UNEVOC Studies in Technical and Vocational Education ◆ 6

Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education

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Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education

Juliet V. Miller and Louise Vetter

Section for Technical and Vocational Education
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5. *Functional literacy, Workplace literacy and Technical and Vocational Education: Interfaces and Policy Perspectives*
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6. *Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education*
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7. *Promotion of the Equal Access of Girls and Women to Technical and Vocational Education*
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PREFACE

This publication is the sixth in a new series of "UNEVOC Studies in Technical and Vocational Education" distributed by the Secretariat of UNEVOC project in UNESCO, Paris. UNEVOC is an acronym of the UNESCO International Project on Technical and Vocational Education, launched in 1992. This project focuses on the exchange of information, networking and other methods of international co-operation among specialists in technical and vocational education.

Within the framework of the UNEVOC Project, a series of technical documents including the present one have been reproduced to reflect the experiences gained by specialists or institutions in technical and vocational education. The series is addressed to educational administrators and planners, teacher-educators, curriculum developers and all those interested in the current status and future development of technical and vocational education at an international scale.

A very important prerequisite to prepare the necessary competencies and skills in technical and vocational education is providing adequate, timely educational and vocational guidance. Guidance is all the more necessary as a component of technical and vocational education of girls and women. This paper has been prepared by Drs. Juliet Miller and Louise Vetter of the National Career Development Association in the USA on behalf of the International Association for Educational and Vocational Guidance. This paper which was prepared under contract to UNESCO is an information document that would assist national authorities and specialists in technical and vocational education who are reviewing and planning programmes and services for girls and women in technical and vocational education.

The views expressed in this study are those of the authors and do not necessarily reflect those of UNESCO. The designations employed and the presentation of the material do not imply the expression of any opinion whatsoever on the part of the UNESCO Secretariat concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The mention of specific companies or manufacturers' products does not imply that they are endorsed or recommended by UNESCO in preference to others of similar nature which are not mentioned.

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ACKNOWLEDGEMENTS

IAEVG has a long history of interest in vocational guidance and its influence on equality of educational and vocational opportunity. It is with great pleasure that we have prepared this report in line with that tradition. We want to express our thanks to Stuart Conger, IAEVG Vice President, for his invaluable help in providing suggestions about the study design and country sites, and in drafting the recommendations section of this report. In addition, we appreciate the interest and commitment of Professor José Ferreira Marques, President of IAEVG.

We also thank the Board of Directors of the National Career Development Association and Jane Goodman, NCDA President in 1994-95 and Dennis Engels, President in 1995-96 for their support. The Board was impressed with the extent to which this study supported NCDA's mission of promoting career development across the life span and its long-standing interest in educational and occupational equity for girls and women.

The translation assistance provided by Geannina Guzman for the materials from Argentina, Mexico, and Spain is appreciated. Ms Guzman is completing her PhD at the Ohio State University, and is particularly interested in politics and strategies for ensuring women's participation in a global economy. Finally, we thank Sandra Kerka, Associate Director, ERIC Clearinghouse on Adult, Career and Vocational Education for her editorial assistance.

Juliet V. Miller, PhD
Executive Director, NCDA

Louise Vetter, PhD
Chair, NCDA Women's Issues SIG
1995

FOREWORD

Vocational guidance is important to the fulfillment of policies and programmes for girls and women in technical and vocational education. It also supports the aspirations of girls and women and encourages them to enter and succeed in technical and vocational education, and to subsequently become established in related work.

The national contributors, who provided the information on the current policies, programs and practices of educational and vocational guidance for girls and women in technical and vocational education in their ten countries, have provided ample evidence of the great range of activities that are undertaken in the name of vocational guidance. The authors have organized these varied activities systematically that enables one to compare practices within context.

The International Association for Educational and Vocational Guidance (IAEVG) is grateful to Mr. Tiburtini and Dr. Tang of UNESCO for commissioning this study with the objective of providing administrators and professionals throughout the world with this information. They may review their current practices and perhaps gain additional ideas from this report.

The reader may not find the practice of any one country to be exactly the model that he or she Would adapt, but will find a great range of policies and activities that can be "assembled" in different ways to meet local circumstances.

IAEVG hopes that this report will result in the review and revision of educational and vocational guidance at the local, regional, and national levels. Such improved programmes will support the following goals of guidance which are to help students and adults to:

- Understand and appreciate themselves;
- Relate effectively to others;
- Develop appropriate educational and vocational training plans;
- Explore career alternatives;
- Cope with and integrate successfully in society and the labour market.

IAEVG believes that

- All citizens who need and want educational and vocational guidance and counselling should receive vocational guidance and counselling from a competent and recognized professional;
- All who receive guidance and counselling have a right to be given a clear statement of the procedures and outcomes of the service;
- All practitioners in educational and vocational guidance should have appropriate training;
- Educational and vocational guidance practitioners must abide by a public code of ethics.

Finally, IAEVG is very grateful to Drs. Juliet Miller and Louise Vetter for their patient and competent work in preparing this document which involved them in extensive communications with their professional partners in ten countries of five regions of the World,

Stuart Conger
Vice President IAEVG

José Ferreira Marques, PhD
President IAEVG

EXECUTIVE SUMMARY

Introduction

This survey was conducted as a part of the programme for 1994-1995 of the UNESCO Section for Technical and Vocational Education, UNESCO Paris. A major focus of the survey, conducted under Programme Area A: System Development, is to promote the international exchange of experience and the promotion of studies on policy issues. The overall purpose of this survey is to examine the relevance of vocational information and guidance for the equal access of girls and women to technical and vocational education.

Several earlier UNESCO-supported studies were used to develop the design of this study. Begarra's (1986) study summarized replies from 43 countries to a questionnaire on the status of girls and measures used to increase equality for this group. This study examined several aspects related to equal opportunity for girls and women in technical and vocational education and employment.

In its report on the Second Consultation with Member States Regarding the Implementation of the Revised Recommendation Concerning Technical and Vocational Education (UNESCO, 1993), the results of a questionnaire are discussed. Two sections of the questionnaire focused on vocational guidance and technical and vocational education for girls and women. Conducted in 1992, the survey received responses from 55 countries.

In 1981, Hans Hoxter, then President of the International Round Table for the Advancement of Counselling, edited a report of national case studies in 12 countries. In his preface, he stressed that guidance programmes in various countries differ in light of economic and political conditions as well as educational development. He suggested that, although there is international consensus on the viability of vocational guidance as an integral part of any educational system, there is no real consensus about what specific form programmes should take.

Bingham and Martin (1988) developed a guide, *Guiding Girls and Women into Work: A Manual for National Leaders and Policy Makers*. An important contribution by these authors was a broad definition of career guidance. Career guidance programmes can achieve these goals only if they include a full range of programme functions. Bingham and Martin borrow from Watts (1981) and suggest that guidance programmes should include information, assessment, advising, careers education, counselling, and enabling.

The International Association for Educational and Vocational Guidance (1994) provided a concept paper on vocational guidance each organization that provides guidance services should have a clear statement of guidance that specifies six areas that should be included in such a statement. IAEVG further describes guidance as a partner in lifelong learning, equity, and mobility. Vocational guidance can help girls and women overcome systemic and institutional barriers, generate and sustain individual motivation, identify vocational paths, and develop the personal, social, educational, and vocational skills and attitudes needed to achieve occupational success. Additionally, counsellors should advocate on behalf of equal opportunity for girls and women with the authorities in educational and employment institutions.

Case Study Design

A multiple strategy approach was used to collect information for the case studies. It was decided to combine a structured 27-item questionnaire with materials describing national legislation, policy, and implementation plans and materials describing programmes or approaches. The goal was to provide enough structure to collect comprehensive information on similar areas across all countries while also obtaining in-depth information that could strengthen the case studies. Rather than expecting in-country collaborators to write the case studies themselves, the goal was to collect comparable information across the ten (10) countries and to have the report authors shape the case studies using information from the questionnaire and support materials.

Three broad areas were examined. The National Policy area addressed legislation, funding, programme enrollments and administrative authority. The Vocational Guidance Program area looked at needs assessment, barriers to programme development, programme settings, staffing, technical assistance to local programmes, benefits of programmes, and evaluation. The Transportable Guidance Components studies exemplary guidance practices and programmes.

The goal of UNESCO was to have two countries from each of the five regions. Identification of country sites was done in consultation with IAEVG and included many in-country respondents who were members of IAEVG. The countries included the following: from Africa - South Africa and Zambia; from the Arab States - Turkey and United Arab Emirates; from Latin America - Argentina and Mexico; from Europe - Spain and Sweden; and from Asia - India and the Republic of Korea.

World Summary

At this time, most countries included in this survey have national policies to support equal employment and education for girls and women. Within technical and vocational education, there have been considerable efforts to implement structures and develop strategies to support the increased enrollment, completion, and placement of girls and women within non-traditional technical and vocational areas of study.

Vocational guidance is viewed as an important programme that can make real contributions to reducing barriers to full and equal employment for women. While some countries have systematic models for vocational guidance, others do not. The real challenge is to find ways to reduce the gap between comprehensive national models of vocational guidance and local practice. This gap is created by enduring social and cultural attitudes about the role of women, by the need for greater implementation support by national ministries, and by the need for local resources to fully implement comprehensive models. The summary of the finding of the case studies when compared across countries includes the following:

- Most countries reported that employment opportunity is protected by national law and/or policy;
- There were differences in the types of rights protected ranging from basic rights to access to employment, to broader areas such as the right to access progression and training, protection from sexual harassment, and right to family leave;
- An important part of legislation is the mechanism used to enforce equal opportunity. The most commonly used enforcement process starts with the labour ministry section or independent ombudsmen that attempt mediation followed by formal litigation in the courts if a resolution cannot be achieved;

- Most countries have some type of policy that guarantees equal educational opportunity for women;
- These equal education policies address various areas including equal educational facilities, equal length of compulsory education, and equal access to specific programmes;
- Administrative responsibility for enforcing equal educational opportunity usually resides with the ministry of education;
- Administrative arrangements for enforcing equal educational opportunity include special sections for women's programmes, national and regional training facilities for women, collaboration with nongovernmental women's organizations, technical assistance to local programmes to improve access, special reporting requirements, and interagency committees.
- Most countries report procedures for ensuring access of girls and women to vocational education;
- An important trend has been to broaden the defined purposes of technical and vocational education programmes for girls and women to include personal and social skills. A sample of these purposes include increased self-esteem, building positive social images of vocational contributions of women, development of general and specific work skills, development of entrepreneurship skills, knowledge of legal rights, and increased access in rural areas;
- Technical and vocational education practices that have been used in programmes for women include remedial courses in math and science, references to women in training materials, initial courses exclusively for women, child care, and mentors. These special programme features need to be combined with regular technical and vocational education programmes;
- It is rare for a country to have legislation that mandates vocational guidance. When legislation exists, it is often incorporated in legislation for technical and vocational education. Several countries have national policy statements related to vocational guidance. These range from a brief mention of the

requirement to comprehensive guidelines for programme goals, staff training and competencies, counsellor to student ratios, and resources;

- All countries mentioned personal and social barriers to full participation of girls and women in technical and vocational education. These barriers included student attitudes, family attitudes, employer attitudes, cultural norms about the role of women, shorter school attendance for girls, lack of family and child care support, poverty, and illiteracy;
- Vocational guidance programmes continue to be staffed primarily by teachers. Some countries use counsellors extensively while others use counsellors in a supervisory role to teachers;
- Several countries have teacher and counsellor training in career guidance and development that is provided through universities. In some countries, staff training is conducted by nongovernmental organizations. Continuing education is provided through workshops, university courses, and distance education;
- Technical assistance to local programmes is used in most countries and is viewed as essential to career guidance programme improvement. Specific strategies include curriculum materials, career and educational information systems and materials, counsellor training, funding for state staff to travel to local sites, funding for university faculty to travel to local sites, and school and industry linkages.
- Benefits of career guidance programmes for girls and women include higher rates of employment, increased knowledge and skill levels, increased vocational aspirations, and greater employment in nontraditional fields;
- Benefits of career guidance programmes for the broader society include participation of women in all economic areas, lower unemployment rates, increased retention in educational programmes, increased per capita income, and increased status of girls and women.

Recommended National Strategies to Improve Career Guidance Programmes

UNESCO is dedicated to the equality of men and women in educational, social, cultural and employment domains. Educational and vocational guidance touches on all these areas. Guidance is a unique programme that is designed to facilitate the accomplishment of these goals through institutional services, but also to students and adults, themselves, to empower them to take the responsibility for much of their own personal, social, career and employment development.

It is now accepted that information is not sufficient and that guidance must address the personal, social, educational and vocational development of the person. Guidance is a developmental process which requires a curriculum approach and not simply individual interviews at decision times.

The goals of guidance are to assist students to: understand and appreciate themselves; relate effectively to others; explore career alternatives; develop appropriate educational and vocational training plans; implement and complete their plans; and integrate successfully in society and the labour market.

Therefore it is recommended that:

Action by Government

- Governments have legislation that defines the goals of guidance, describes the range of services to be provided, and stipulates the level of resources. The legislation should apply to the services to be provided to students in educational institutions and adults in the labour market;

- Ministries of education have policies on educational and vocational guidance within technical and vocational education. These policies should include the following requirements;

  All students in each gradé shall receive curriculum-based career education covering each area of the goals of guidance; students who require individual counselling for satisfactory achievement shall receive it; and the guidance staff shall have the necessary *competencies to deliver the guidance and counselling effectively;*

Guidance courses will address developmental issues appropriate to the age level of the students and cover such factors as planfulness, exploration, decision-making, information, and realism;

Each course in the entire curriculum will include relevant career information and address the goals of guidance appropriate to the subject;

Educational and vocational guidance and counselling services must be available through all educational institutions;

Educational and vocational guidance and counselling is a specialized function which must be performed by staff members who possess the required competencies;

Appropriate ministry will develop a system for guidance programme review to provide counsellors and principals with a method for reviewing and planning the guidance programme from time to time;

Policy should also include a statement that specifies the responsibilities of school principals, teachers and counsellors with respect to the guidance programme development and delivery;

Education institutions must include, in the compulsory curriculum training in personal, educational and career development;

All students who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional;

The basic nature and quality of programme provided to students and adults is specified.

The essential training and other qualifications that all counsellors in educational and vocational guidance should have is described.

- Ministries of labour provide employment counselling and placement services for students completing their studies. Preferably, the ministry of labour will provide the employment counselling and placement service directly on the campus of the institution, or in a career and employment counselling centre.

  Students and workers need information about occupations and about the labour market in order to establish appropriate preferences, and to make decisions in the face of education, training and employment opportunities. The kinds of information that they require include: descriptions of the work in occupations; composition of occupational families; education and training requirements; requirements for certification, registration, or licensing; salary and wage information; working conditions; personal characteristics (aptitudes, interests, and personalities) of people successful in the occupation; physical activities; inter-occupational mobility; employment rates and numbers; seasonality; and, occupational forecasts. The collection and publication of this information is normally the responsibility of the ministry of labour.

- Ministries of education and labour, together or separately establish an agency, institution, or office with responsibility to develop and maintain:

  The provision of training and continuing education programmes for counselling and guidance practitioners;
  The development and provision of methods and materials for guidance;

  The conduct of research and development to create new, more comprehensive, and better ways of conducting educational and vocational guidance;

  The development of appropriate methods of evaluation of counselling and guidance.

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Chapter 1: Framework for Vocational Guidance to Support Equal Access of Girls and Women in Technical and Vocational Education

INTRODUCTION

This survey was conducted as a part of the programme for 1994-1995 of the UNE

SCO Section for Technical and Vocational Education, UNESCO Paris. A major focus of the survey, conducted under Programme Area A: System Development, is to promote the international exchange of experience and the promotion of studies on policy issues. The overall purpose of this survey is to examine the relevance of vocational information and guidance for the equal access of girls and women to technical and vocational education.

A second influence on the design of the survey was the "Guidelines for Future Case Studies," developed at the International Consultation Meeting on the Role of technical and Vocational Education in Educational systems. Final Report (UNESCO, 1993). These guidelines emphasize the need to (1) analyze the present situation in the country, (2) forecast the future situation, and (3) describe ways to achieve the desired future situation. The major objectives of the case study should be to describe the following:

- Strategies to help technical and vocational education cope with the changing demands of the labour market caused by national economic development;
- Policies to promote close linkage between technical and vocational education and industries;
- Strategies to raise the social status of the entire technical and vocational educational system and its graduates;
- Approaches to use technical and vocational educational resources effectively;
- Efforts to include entrepreneurial orientation and skills in technical and vocational education;

- Measures to improve the quality of teachers and instructors.

It is within this broader framework that the International Association for Educational and Vocational Guidance (IAEVG) and the authors have developed the framework for this survey. The framework considers both general policy issues and national structures and specific structures and components of vocational guidance programmes.

RELATED STUDIES

In his report, Begarra (1986) cites the basis for equal access for girls and women in technical and vocational education. Paragraph 27 of the Revised Recommendation concerning Technical and Vocational Education adopted by the General Conference of UNESCO at its 18th session in 1974, stipulated that:

Because it is desirable that women seek wider participation in all kinds of occupations...they should have the same educational opportunities available to them as me and should be encouraged to take advantage of these through appropriate legislative measures and widespread distribution of information concerning these opportunities.

Furthermore, paragraph 57 emphasizes that:

Particular attention should be given to guidance for girls and women: (a) this guidance should cover the same broad range of education, training and employment opportunities as for boys and men; and (b) it should systematically encourage girls and women to take advantage of the opportunities available to them.

Begarra's study summarized replies from 43 countries to a questionnaire on the status of girls and measures used to increase equality for this group. This study examined several aspects related to equal opportunity for girls and women in technical and vocational education and employment. These included the following:

- Enrollment in a specific technical and vocational education programme;
- Access to employment based on supply and demand information;
- Specific needs of working women such as family support, child

care, and training release;

- National legislation related to equal employment opportunities including acknowledgement of rights, funding, public information, penalties and legal recourse;
- Institutions' responsibility for policy such as education, labour, interministerial commission, special commissions, or private organizations;
- Educational policy regarding access of women to education;
- Availability of vocational guidance programmes;
- Public information programmes for various groups such as students, parents, employers, teachers, and others; and
- Assistance for women with family responsibilities.

In its report on the Second Consultation with Member States Regarding the Implementation of the Revised Recommendation Concerning Technical and Vocational Education (UNESCO, 1993), the results of a questionnaire are discussed. Two sections of the questionnaire focused on vocational guidance and technical and vocational education for girls and women. Conducted in 1992, the survey received responses from 55 countries. The following results are relevant to the design of this case study:

- Priority is given to vocational guidance to provide human resources for economic development;

- Guidance is evident at national, regional, and institutional levels although some countries have no national system for guidance. Nationally, vocational guidance is usually under the Ministry of Education. In many countries the Ministry of Labour shares responsibility. Often there is a designated agency for example in Argentina the National Council for Technical Education or in Spain the Regional Commissions for Vocational Guidance;

- Female enrollments in vocational/technical education have increased over the past few years;

- Practices differ by level and age groups. At the lower secondary education level, guidance is usually integrated into subjects. At the upper secondary level, it is a separate subject with visits to industry, career planning, etc. In some countries, almost every secondary school has access to guidance counsellors or teachers who are trained in vocational guidance;

- Many countries indicate that guidance is provided to adults, helping them to reorient themselves to new occupational fields or helping the unemployed find employment;

- Qualifications of vocational guidance personnel vary from country to country. In most cases, teachers act as vocational guidance counsellors;

- Most countries indicate that their laws and national policies stipulate that there will be no discrimination against girls and women in employment or access to education including vocational and technical education;

- A variety of measures have been taken to attract girls and women to technical and vocational education.

In 1981, Hans Hoxter, then President of the International Round Table for the Advancement of Counselling, edited a report of national case studies in 12 countries. In his preface, he stressed that guidance programmes in various countries differ in the economic and political conditions as well as educational development. He suggested that, although there is international consensus on the viability of vocational guidance as an integral part of any educational system, there is no real consensus about what specific form programmes should take.

Hoxter chronicles the important early involvement of UNESCO in documenting the importance of guidance and counselling. Arising from early initiatives to look at children's homes on an international basis, UNESCO provided active encouragement to the first International Consultation on Educational and Vocational Guidance that was convened in August of 1951.

Bingham and Martin (1988) developed a guide, *Guiding Girls and Women into Work: A Manual for National Leaders and Policy Makers.* An important contribution by these authors was a broad definition of career guidance:

Career guidance is the process of assisting individuals to find profitable implementation of important personal attributes, for their own satisfaction *and the benefit to society, as they move through whatever sequence of educational and occupational experiences they encounter over the life span (p. 89).*

This definition of career guidance leads to four categories of programme goals: self-awareness, awareness of opportunities, self-management, and management of life transitions. Career guidance programmes can achieve these goals only if they include a full range of programme functions. Bingham and Martin borrow from Watts (1981) and suggest that guidance programmes should include information, assessment, advising, careers education, counselling, and enabling.

The International Association for Educational and Vocational Guidance (1994) provided a concept paper on vocational guidance. Each organization that provides guidance services should have a clear statement of guidance that specifies the following:

- Policies of educational, training, social and employment services;
- Outcomes that participants have the right to achieve;
- Minimum training standards for guidance counsellors;
- The necessary organizational support to the guidance services;
- Methods of evaluating guidance services; and
- Minimum standards for facilities, materials.

IAEVG further describes guidance as a partner in lifelong learning, equity, and mobility. Vocational guidance can help girls and women overcome systemic and institutional barriers, generate and sustain individual motivation, identify vocational paths, and develop the personal, social, educational, and vocational skills and attitudes needed to achieve occupational success. Additionally, counsellors should advocate on behalf of equal opportunity for girls and women with the authorities in educational and employment institutions.

The recent work of the National Occupational Information Coordinating Committee (1989) in the United States had resulted in another comprehensive career guidance program model that specifies programme areas including student competencies, methods of delivery, and organizational structure.

Twelve broad competencies were developed for the three areas. Self-knowledge competencies include understanding of the influence of a positive self-concept; skills to interact positively with others; and understanding of the impact of growth and development. Competencies in the area of educational and occupational exploration include understanding of the relationship between educational achievement and career planning; understanding of the need for positive attitudes toward work and learning; skills to locate, evaluate, and interpret career information; skills to prepare to seek, obtain, maintain, and change jobs; and understanding of how societal needs and functions influence the nature and structure of work. Competencies related to career planning include skills to make decisions, understanding the interrelationship of life roles, understanding the continuous changes in male/female role, and skills in career planning.

Strategies for delivering career guidance include outreach to special groups such as girls and women; counselling; assessment; instruction; career information; work experience; consultation with teachers, parents and employers; referral to other agencies for career-related support and services' placement in educational or occupational opportunities; and evaluation and follow-up. Organizational structure leadership encompasses administrative support, programme management, qualifications, competencies and training of personnel, facilities, and resources.

The National Career Development Association (1994) provides a comprehensive set of minimum competencies for career counselling. The 10 competency areas include:

- Career development theory;
- Individual and group counselling skills;
- Individual and group assessment;
- Information and resources;
- Programme management and implementation;
- Consultation;
- Special populations;
- Supervision;
- Ethical and legal issues; and
- Research and evaluation.

There are specific competencies listed in each of these competency areas. These competencies are intended to define the role of the career counsellor and to guide the development of master's-level career counsellor training programmes.

Seeland (1991) summarized the experience of CEDEFOP's Programme for Women between the years 1977-1990 for the European Centre for the Development of Vocational Training. Criteria for success in programmes to improve equity for girls and women in technical and vocational education include employment corresponding to the level of training, employment in the field of training, and better chances of finding a job.

Goals of CEDEFOP's programme which started in 1977 include diversification of women's occupational choice, initial and further training for women in industrial and technical jobs, and the upgrading of typical women's jobs by new training. Article 119 of the EEC treaties of 1957 stipulated that women and men should receive equal pay for equal work, and all EC countries have policies.

Evaluation of these efforts does not give promising results. With the exception of the United Kingdom, women have been more severely hit by unemployment than men. Women are working in increasing numbers to combine economic support with more traditional family roles. However, 90 % of part-time and precarious work situations are held by women. Women are still found in typical women's disciplines. In school-based and out-of-school vocational training, participation of girls has increased, but 80% of women trainees are still concentrated in only 32 of approximately 300 possible occupations.

This evaluation of programmes does reflect an interesting array of programme components that are being used in programmes for girls and women:

- Specific reference to women in training materials;
- Remedial courses in math and natural sciences;
- Continuing education programmes offered exclusively to women;
- Focus on psychological components through self-assertion training and addressing work-family issues;
- Child care provisions/ family leave policy;
- Financial security through maintenance allowances;
- Governmental and nongovernmental advocacy groups;
- Increase in counsellors;
- Model of family-friendly workplace and woman-friendly company for use by employers;

- Support and mentors from trade unions and professional societies;
- Entrepreneurship training;
- Programmes to reduce fear about new technologies;
- Programmes in office automation; and
- Programmes to train for skilled worker and technician level.

CASE STUDY DESIGN

Methodology

A multiples strategy approach was used to collect information for the case studies. It was decided to combine a structured 27-item questionnaire (See Appendix A) with materials describing national legislation, policy, and implementation plans and materials describing programmes or approach. The goal was to provide enough structure to collect comprehensive information on similar areas across all countries while also obtaining in-depth information that could strengthen the case studies. Rather than expecting in-country collaborators to write the case studies themselves, the goal was to collect comparable information across the ten (10) countries and to have the report authors shape the case studies using information from the questionnaire and support materials. The study design is illustrated as follows: Three broad areas were examined: (1) national policy, (2) vocational guidance programme, and (3) transportable guidance components.

National Policy

- Legislation;
- Funding;
- Programme Enrollments;
- Administrative Authority;

Vocational Guidance Programme

- Needs Assessment;
- Barriers to Programme Development;
- Programme Settings;
- Staffing;
- Technical Assistance to Local Programmes;
- Benefits;

- Evaluation;

Transportable Guidance Components

- Programme Goals;
- Programme Functions;
- Programme Structure;
- Best Practices;

Questionnaire

National Policy. The first section of the survey is "National Policy and Enrollment Information." The structured questionnaire included nine questions in this area. Each country was asked whether it had legislation or formal policy related to Item 1 - *equal employment access and opportunity* for women, Item 2 - *equal educational access and opportunity f*or women, Item 3 - *technical and vocational education* for girls and women, and Item 4 - *vocational guidance* for girls and women. The purpose of these four areas -employment, education, technical and vocational education, and vocational guidance - is to provide a broad social-political context for vocational guidance. In addition to the questionnaire responses, each country was asked to provide backup documentation of national policies in these areas such as laws or government regulations.

The process of funding vocational guidance was addressed in Item 5 with optional responses being national funding, provincial or state funding, local funding, business and industry funding, private education (paid by student or family), and other being the response options.

Item 6 examined the specific requirements of national legislation or policy for girls and women. Response options were selected from a review of the literature of important elements of effective policy. The response by UNESCO, *Promotion of Girls' and Women's Access to Technical and Vocational Education: Examples of Action* (Begarra, 1986), was especially helpful in identifying these options (see Related Studies Section).

Items 7 and 8 seek information about enrollment of girls and women in technical and vocational education. Item 7 is open ended and asks respondents to list all technical and vocational programmes in which girls and women are enrolled. Item 8 asks for national statistics on the actual numbers of girls and women in specific technical and vocational education programmes (if available).

The purpose of Item 9 is to clarify which government agency or agencies have direct responsibility for administering vocational guidance for girls and women. Possible responses include: ministry of education, ministry of labour and employment, joint efforts of education and labour, special agency dealing with the rights of women, and other agency.

To summarize, the purpose of the national policy section of the survey is to examine the context for vocational guidance for girls and women including national policy in several areas, support through funding, specific features of national policy, programme enrollment information, and administrative responsibility.

Vocational Guidance Programme. In several countries, vocational guidance is increasingly recognized as a comprehensive programme rather than limited services. One of the purposes of this survey is to work toward a comprehensive, international definition of vocational guidance programmes. This section of the survey focused on the programme of developing the vocational guidance programme including (1) needs assessment procedures, (2) barriers to programme development, (3) programme settings, (4) programme staffing, (5) technical assistance to support programme development, and (6) benefits of comprehensive vocational guidance programmes.

Items 10 and 11 looked at the needs assessment programme. Item 10 asked whether a needs assessment has been conducted to determine the needs of girls and women for use in developing vocational guidance to target specific needs. If the country reported that a needs assessment had been conducted, they were asked to include a copy of the report. Item 11 examined which groups had been involved in the needs assessment - students, teachers, counsellors, parents, employers, counsellor/teacher educators, women's groups, and others.

Effective programme development depends on overcoming barriers to programme development. Item 12 asks respondents to indicate which of the following barriers were addressed in their programme development process: student attitudes, parent attitudes, school staff attitudes, employer attitudes, social role assigned to girls and women, shorter school attendance for girls, funding to attend programmes, limited family/child care support, limited programme offerings for girls and women, and other.

Recent vocational guidance models have stressed the importance of early intervention in the vocational aspirations of girls. Also, since vocational development is a lifelong process, most current vocational guidance models stress the importance of having assistance available to girls and women throughout the life span in diverse programme settings. Item 13 inquired whether programmes were available in primary schools, secondary schools, higher education, employment or career centres, private women's advocacy organizations, employer-based programmes, or other settings.

Staff of vocational guidance programmes is a crucial need. Current thinking suggests that diverse types of staff should be involved in programmes and that high quality preservice and inservice training is needed. These issues were addressed in Items 14-18. Item 14 asked respondents to describe which type of staff were involved in the vocational guidance programme including guidance counsellors, primary teachers, secondary teachers, department of labour staff, and other. Questions 15-18 asked for a description of both preservice and inservice training procedures for counsellors and other staff.

There is increasing evidence that regional and national technical assistance can support the successful implementation of comprehensive vocational guidance programmes. This was explored in Item 19, which asked which types of technical assistance were provided, including curriculum materials, career and educational information resources, counsellor training, teacher training, on-site assistance, funding university faculty to assist local sites, funding regional or state staff to assist local sites, or other.

Item 20 asked for a description of vocational guidance programme benefits. Five categories of benefits were examined: benefits to girls and women, to local communities, to the broader society, to vocational guidance, and to technical and vocational education. These categories followed the lines suggested in the UNESCO report, Educational and Vocational Guidance for Girls and Women (Bingham and Martin, 1988).

Finally, this section looked at the evaluation of vocational guidance programmes. Item 21 asked whether national staff, local staff, or other had responsibility for programme evaluation. Item 22 asked where evaluation results were used to improve programmes at the local level and/or programme guidelines at the national level.

Transportable Guidance Components. A major purpose of this survey was to identify transportable guidance components that have been successful in one country and, therefore, may hold promise for adoption in other countries.

Items 23-25 sought information about the extent to which a comprehensive vocational guidance model was being used within the country. Item 23 asked if there were national guidelines for vocational guidance. Item 24 asked which of the following programme structure elements were in place: clear relationships of vocational guidance to the total educational programme, guidelines for qualified leadership, guidelines for staff qualification and staff/student ratios, guidelines for resources (money, equipment, facilities, materials), guidelines for linkage with other groups (employers, parents, government agencies, higher education), and other programme structures.

Item 25 asked which of the following vocational guidance programme components were recommended in programme guidelines: information about careers and education/training, vocational assessment, advising, counselling, enabling activities (for example, career days), and use of women mentors.

A major goal of the survey was to identify and describe successful sites. Item 26 asked respondents to identify two sites that they believe have successful vocational guidance programmes that assist girls and/or women in enrolling in, completing , and securing employment in technical and vocational education. These descriptions included programme goals, description of the participants, staff, and key programme activities. Respondents were encouraged to provide comprehensive written programme descriptions that could be used to develop profiles of the programme for the case studies.

Item 27 focused at the programme activity rather than programme level. It asked respondents to describe the best vocational guidance activities for assisting girls and/or women in enrolling in, completing and securing employment in vocational and technical education areas. Emphasis was placed on selecting activities that might be used in other countries.

PARTICIPATING COUNTRIES

The goal of UNESCO was to have two countries from each of the five regions. Identification of country sites was done in consultation with IAEVG and included many in-country respondents who were members of IAEVG. In some cases, the IAEVG contact referred to other colleagues that had more comprehensive information on overall country organization of technical and vocational education and vocational guidance.

Appendix B contains a complete list of the individuals who responded to the questionnaire. The countries included the following:

- **Africa** - South Africa and Zambia;
- **Arab States** - Turkey and United Arab Emirates;
- **Latin America** - Argentina and Mexico;
- **Europe** - Spain and Sweden;
- **Asia** - India and the Republic of Republic of Korea.

SUMMARY

This chapter has provided an overview of the design of the study starting with the purpose, a review of related literature that provided a basis for the study design and a description of the study design. Chapter 2 presents the case studies from the ten countries.

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Chapter 2: Case Studies from the Ten Countries

INTRODUCTION

This chapter presents case studies from each of the ten countries including **Argentina, India, Mexico, South Africa, Republic of Korea, Spain, Sweden, Turkey, United Arab Emirates, and Zambia**. The case studies were developed using information from the questionnaire and extensive documentation including national laws and policies; descriptions of guidance, technical and vocational education, and sex equity guidelines; and specific programme descriptions.

The report authors worked with these materials to formulate case studies that focused on the following areas: national policy and enrollment information, vocational guidance programme development and improvement, vocational guidance programme model, and successful sites.

ARGENTINA: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Argentina does not have legislation or formal policy related to equal employment access for women or for men. The establishment of a Secretariat de la Mujer (Office for Women) at the national and provincial levels may provide services related to this area.

Equal Educational Access. The Federal Education Law of 1993 of the Republic of Argentina, Ministry of Culture and Education, provides that there be effective equality of opportunities for every citizen and rejection of all types of discrimination. The law identifies the family as the primary and natural agent of education, with the federal government, provincial governments, cities and towns, the Catholic church, other governmentally-recognized religious denominations, and social organizations sharing in the responsibility. The 1993 law provides that there shall be no discriminatory stereotypes in educational materials. Access to primary education and special education for both girls and boys must be provided. Private schools are required to be responsive to national policy. Women and men teachers are provided with rights to the same salaries. Equity in support for college attendance is provided.

Technical and Vocational Education. No formal policies or legislation related to technical and vocational education were reported in Argentina. However, the following are encouraged: access and opportunity for girls and women in all technical and vocational programmes offered to men; cooperation between employers and technical and vocational education; increased social status of technical and vocational education; articulation between technical and vocational education and higher education; public awareness (for parents, employers and others) of technical and vocational educational opportunities for women; and funding to implement law or policy.

Vocational Guidance. Although Title VIII, Chapter 1, Article 43rd of the 1993 Education Law provides that students have the right to receive vocational, academic, and occupational guidance to enable them to enter the labour market or to continue their studies, the implementation of this law is in the early stages. As yet, there is no career guidance counsellor career as such.

Funding. Vocational guidance is funded through provincial funding and through private education paid for by the student or family. Provincial funding comes through the Psychology Department of the University of Buenos Aires. Additionally, the University of Buenos Aires provides a Student Guidance Department.

Enrollments. Girls and women are enrolled in the following vocational and technical education programmes in Argentina: Homemaking, dressmaking, nursing, hairdressing, selling, and marketing. National statistics are available on these enrollments and reflect the traditional programmes for women and men.

Administration. The Ministry of Culture and Education of Argentina has the legal responsibility for administering vocational guidance for girls and women.

Vocational Guidance Programme Development and Improvement

No needs assessments relating to the vocational needs of girls and women have been conducted in Argentina. However, Cortada de Kohan (1992) reported that vocational guidance at the end of secondary school is regarded as a real need by parents and teachers. The greatest barrier to the participation of girls and women in technical and vocational education was indicated to be that of the social role assigned to girls and women.

Vocational guidance programmes to help girls and women are available in the secondary schools of Argentina where guidance counsellors and secondary teachers provide the programmes. Private women's advocacy organizations also provide programmes for girls and women. Cortada de Kohan (1992) indicated that there is a Centre for Vocational Guidance at the University of Buenos Aires that is organized to help the students of the university in their vocational choices.

Guidance services are provided by psychologists, educational psychologists, and professors of education. Cortada de Kohan (1992) indicated that vocational guidance is one of the subjects usually chosen by psychologists in training who have reached the specialized cycle. She also indicates that there is small professional association, the Society for Vocational Guidance Counsellors.

Vocational Guidance Programme Model

Although every Argentinean student has the legal right to vocational guidance services, at present there do not seem to be national guidelines for vocational guidance.

Successful Sites

The National University of La Plata "Programa de Orientación Laboral" (PROLAB)

Goals. This employment guidance programme was established in 1993 as a placement programme to link advanced students and alumni of the university with employers.

Participants. University students who are required to provide proof that 70 percent of their subjects have been approved, other documentation, and a photograph. University alumni who are required to provide proof of graduation. Employers were contacted for participation in the programme on the basis of saving money on "want ads" and on personnel time needed to make new hires. Twenty employers (private and public) were participating in 1993.

Staff. Psychologists and sociologists on the university faculty provide the programme.

Key Programme Activities. A computerized data bank was established for which job seekers provided the following information: career sought, specialty areas, interests, language capabilities, sex, age, and availability for work.

A two-month programme of workshops in employability skills is offered to students and alumni. Trends in the labour market, rights and responsibilities of employees, preparation of resumes and cover letters, and skills for interviewing are the topics of the workshops.

INDIA: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. India has a national policy to protect employment opportunity for men and women. Article 16 of the *Constitution of India* says that:

- There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state;
- No citizen shall, on ground only of religion, race, caste, sex, decent, place of birth or any of them, be ineligible for...any office under State. (p.9)

Equal Educational Access. India's National Policy on Education (POA) (1986) and subsequent Programme of Action 1992, based on the National Policy of Education, 1986, speak to equal educational access and opportunity for women. Education for Women's Equality is seen as a vital component of India's National Policy on Education (1986). It emphasizes the need for special support services and removal of factors that result in discrimination against women at all levels of education.

Policy parameters and strategies include focusing the entire education system on taking a positive interventionist role in the empowerment of women; encouraging educational institutions to develop active programmes to support women's development; widening women's access to vocational, technical, and professional education at all levels with emphasis on breaking gender stereotypes; and creating a dynamic management structure to support these changes.

The POA further describes specific goals for educational programmes to empower women:

- Enhance self-esteem;
- Build a positive image of women by recognizing their contributions to society;
- Develop critical thinking skills;
- Foster decision making and action;
- Support informed choices in areas such as education, employment, and health (especially reproductive health);
- Ensure equal participation;
- Support development of skills for economic independence;
- Enhance knowledge of legal rights and entitlement (p.3).

Technical and Vocational Education. Technical and vocational education for girls and women is specifically addressed in the POA. Improvement of science and mathematics teaching in all girls schools are seen as a key to the improvement of girls' access to technical, vocational, and professional education. This strategy includes a plan to meet the shortfall of science and math teachers in girls' schools. School staff are encouraged to consciously encourage the participation of girls in non-traditional and emergent technologies. Guidance and counselling for girls is specified as a necessary precondition to encourage participation in technical and vocational education. Other strategies include a special focus on expanding women's access to technical education in rural areas; to add information about credit, banking and entrepreneurial abilities to programmes; and to strengthen apprenticeship training for women.

The management structure to support these measures includes the establishment of women's cells in all Central and State agencies concerned with curriculum development, training, and research. Monitoring cells in the Planning Bureau of the Department of Education, Ministry of Human Resource Development (MHRD) and in similar units in the states monitor and evaluate progress. Finally, an interministerial committee, constituted by the Departments of Education, and MHRD, reviews implementation on a continuing basis; advises the government on policies and programmes related to girls' education; and implements planning mechanisms and cross-ministry activities to ensure provision of essential support services to enhance girls' and women's participation in education.

Vocational Guidance. The National Programme of Action (1992) has a section devoted to vocational guidance. Vocational guidance should be available in the schools to provide guidance to students, parents, and teachers regarding suitable educational and vocational choices. The programme should help students learn about job opportunities in various course and, facilitate on-the-job training and placement. Programmes should work collaboratively with employers. The POA recognizes the need for the strengthening of existing guidance services. In response, it recommends that all teachers have general training in vocational guidance. A trained counsellor could be appointed at state cost to organize a career advice centre and assist teachers in vocational guidance activities. State bureaus of educational and vocational guidance are encouraged to train teachers in guidance in consultation with the National Council of Educational Research and Training (NCERT).

Funding. Vocational guidance is funded in several ways in India including national, state, local, private education, and non-government organizations and religious organizations.

Enrollments. In India girls and women are enrolled in all the vocational and technical education programmes without exception. National enrollment data are collected periodically for limited areas.

Administration. Several agencies have direct responsibility for administering vocational guidance including national units for education and vocational training as well as labour. A cross-ministry committee coordinates programmes and resources. Special women's cells have also been established to maintain focus on quality programming for women. Non-governmental organizations are also involved in the process.

Vocational Guidance Programme Development and Improvement

India has not conducted a specific assessment of the vocational needs of girls and women but plans to do so in the future. Although there is a strong framework for vocational guidance, as in other countries, there are barriers to full implementation of existing plans. These include parental attitudes, employer attitudes, and limited family and child care supports.

Vocational guidance programmes to help girls and women are available through secondary schools, higher education, employment or career centres, private women's advocacy organizations, employer-based programmes, and private practitioners. Vocational guidance services are provided by guidance counsellors, secondary teachers, department of labour staff, non-government organizations, and public broadcasting services.

Comprehensive training programmes are offered in vocational guidance. Master's degree holders in psychology or education are admitted and given training for 9 to 12 months. Upon completion, they are awarded a post-graduate diploma in guidance and counselling. The programme has papers in theory of guidance and counselling, psychological testing and statistics, career development and practical components. It also includes a practical experience in the schools.

Continuing education is also available through short-term refresher courses, seminars, and workshops that are periodically conducted by government institutions and voluntary agencies. Many universities offer a paper on Educational and Vocational Guidance as part of the preservice training programmes for teachers and other non-counsellor school staff. These are available at the Degree and Post-Graduate Degree levels. Technical assistance is provided at the national and state levels to local school sites. This assistance includes model curriculum materials and career and educational information resources as well as counsellor and teacher training.

Several positive benefits of the programme in India have been noted. Benefits for girls and women are enhanced levels of aspiration, greater awareness of opportunities, increased status of women, and greater economic independence. Benefits for local communities are improved standard of living in terms of health and finance. Benefits for the broader society are improved standard of living, improved status of women and young girls, and greater per capita income. Benefits to vocational guidance are increased awareness of the need for guidance and greater recognition of the value of guidance by decision-making authorities. Technical and vocational education benefits in that more girls and women are enrolling in technical and vocational programmes.

Evaluation of vocational guidance programmes is conducted at the local level and results are used to improve programmes. State bureaus have the function of monitoring and providing technical support for the improvement of programmes.

Description of Vocational Guidance Programme Model

The Kothari Commission Report (1964-66) provided an early, comprehensive definition of guidance and counselling:

- Guidance services have a much wider scope and function than merely that of assisting students in making educational and vocational choices. The aims of guidance are both adjustive and developmental...Guidance services should be regarded as an integral part of education and not special psychological or social services. It is meant for all students... It is a continuous process aimed at assisting the individual to make decisions and adjustments from time to time (p.238).

This report specified elements of guidance programmes for both primary and secondary schools. As early as 1954, the Ministry of Education set up a Central Bureau of Educational and Vocational Guidance. Guidance became a centrally sponsored scheme and States opened Bureaus for the development of guidance services. Guidance was viewed as a program for both the primary and secondary school. Although many of the primary school guidance interventions may need to be done by teachers, the following recommendations were made for programme goals:

- Help students make satisfactory transition from home to school;
- Diagnose difficulties in the learning of basic educational skills;
- Identify pupils in need of special education;
- Help potential dropouts to stay in school;
- Guide pupils to develop insight into the world of work and favourable attitudes toward work; and
- Assist in plans for their further education and training (p. 238).

At the secondary level, the following goals were suggested:

- Help pupils understand their own strengths and limitations and to do scholastic work at the level of their ability;
- Gain information about educational and vocational opportunities and requirements;

- Make realistic educational and vocational choices and plans based on a consideration of all relevant factors; and
- Find solutions to their problems of personal and social adjustments (p.239).

Another goal was to help headmasters and teachers understand their students as individuals and to create situations in which the students can learn more effectively. Growth of programmes at the local level has been gradual with very few institutions having a full-time or part-time counsellor. The following guidelines were developed to support the continued development of guidance programmes:

- There should be one Visiting School Counsellor for every ten schools with simpler guidance functions allocated to teachers;
- Comprehensive guidance programmes should be developed in selected schools to act as demonstration sites;
- There should be supervisory staff appointed by the State Bureaus to offer consultation help to local staff;
- All secondary school teachers should be given a basic understanding of guidance principles in their training;
- State Bureaus should develop programmes to train guidance workers (p. 239).

These comprehensive guidance and counselling guidelines along with specific requirements for vocational guidance have provided a strong base. National and State structures for educational and vocational guidance along with the Department of Women and Child Development, Ministry of Human Resources Development (see next section for more information) have provided a structure to support the growth of local programmes through programme guidelines, teacher and counsellor training, and technical assistance. Major programme elements include information about careers and education/training options, counselling, and enabling activities such as career days.

Summary of Successful Sites

National and Regional Employment and Training Institutes. The goal of this programme is to raise the status of women by providing technical and vocational education training and placement services. The Directorate General of Employment and Training has established six Regional Vocational Training Institutes (RVTIs) and one National Vocational

Training Institute (NVTI) for women. These institutes provide training facilities in the basic, advanced and instructional level skills. In addition, about 230 women's wings have been established in existing technical education facilities. These facilities are available to more than 500,000 women workers each year. Staff and curriculum are tailored to the needs of female students. In addition, placement centres have been developed at the RVTIs and NVTI.

Support to Training and Employment Projects (STEP). This programme, launched in 1987, aims to upgrade the skills of poor and assetless women. The programme focuses on upgrading of skills and employment on a sustainable basis in the traditional sectors of employment, agriculture, dairying, fisheries, sericulture, handlooms, handicrafts, etc. Additional programme elements include gender sensitization, the role of women in development, and support services. The programme is delivered through various governmental and non-governmental agencies in the states. By 1993, it had provided employment opportunities for 92,066 women.

MEXICO: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Mexico has legislation governing equal employment access and opportunity for women and for men. In the 72nd edition (1993) of Ley Federal del Trabajo (Federal Law on Work), Article 3 requires that no distinctions are to be made in employment on the basis of race, sex, religion, political doctrine, or social condition. Article 5 forbids child labour under the age of 12 and regulates conditions of work for older children. Article 56 provides for equal pay for equal work with no distinctions on the basis of race, nationality, sex, state, religion, or political doctrine. Article 164 provides that women have the same rights and obligations as men in employment.

Equal Educational Access. Mexico's Constitution, adopted in 1917, provides for equal educational access and opportunity for all, girls and boys, women and men. Pre-school education is optional, but primary and secondary education are required for both boys and girls (Article 3).

Technical and Vocational Education. The Mexican constitution provides for technical and vocational education for girls and women, boys and men. Federal labour law provides that institutions and schools that provide training for work must provide the training for all workers. Mexican law specifically provides for vocational guidance to encourage the participation of girls and women in technical and vocational education programmes as well as providing for active recruitment of girls and women into technical and vocational education.

Vocational Guidance. Although Mexico has no national legislation or formal policy related to vocational guidance for girls and women, the programmes for women and men are the same and are required at the secondary level.

Funding. National funding for vocational guidance is provided through the ministry of education. Funding is provided for programmes in primary schools and secondary schools. Vocational guidance is also provided through private education where it is paid for by the student or family.

Enrollments. All of the vocational and technical education programmes in Mexico are open to both women and men. However, many of the courses are considered "masculine" or "feminine," which does affect the enrollments.

Administration. The ministry of education is responsible for the administration of vocational guidance for girls and women in Mexico. The Universidad Nacional Autonoma de Mexico, private institutions, and private associations provide assistance to the ministry.

Vocational Guidance Programme Development and Improvement

Although no government studies of the vocational needs of girls and women in Mexico have been conducted, non-government associations have established the roles, stereotypes, and career choices that exist in general. Identified barriers to participation of girls and women in vocational and technical education include the following: student attitudes, parent attitudes, school staff attitudes, employer attitudes, and the social role assigned to girls and women. In theory, women have equal access to education and employment options. In practice, women's previous experiences, attitudes, and assigned traditional roles have limited their choices. Work is being done to modify such attitudes by private associations that work for the rights of women.

Vocational guidance programmes to help girls and women are required in secondary schools and available in higher education. Organizations such as insurance companies, political organizations and the program of general studies at the UNAM also provide guidance programmes. The current school programmes focus on completing requirements for secondary school and making choices for bachelor's degrees. Concerns regarding "feminine" and "masculine" careers and traditional attitudes need to be incorporated into the programmes.

Guidance counsellors, primary and secondary teachers, and department of labour staff provide vocational guidance programmes for girls and women. In the rural areas, primary teachers provide assistance for recruiting women into technical training programmes and technical employment. The majority of vocational counsellors are psychologists and teachers who have done work at the master's degree level and/or received training through courses, seminars, and conferences.

By law, all educational institutions in Mexico must provide for continuing education for their professional staff. Most of the continuing education for vocational counsellors is provided by the Universidad Nacional Autonoma de Mexico and or by the professional association for counsellors, the Asociación Mexicana de Profesionales de la Orientación (AMPO).

Teachers who assist in providing vocational guidance are provided with courses, seminars, and special individualized studies in the content areas of vocational guidance, but primarily they learn through on-the-job training. If they choose to specialize in guidance, they may go on to do graduate work.

Mexico's SEP provides curriculum materials, career and educational information resources, and teacher training to local sites. Additionally, the ministry of education funds university faculty to assist local sites and provides training centres to assist with teacher training across the country.

Specific benefits that vocational guidance has provided for girls and women include a broadening of attitudes toward "male" and "female" activities and knowledge of legal guidelines regarding opportunities for education and employment. The benefits to local communities include the integration of women into the paid work force and the raising of consciousness of women's rights to equity. In rural areas, teams for community development have built schools and roads and provided community services. In broader society, students have become more autonomous in selecting major areas of study, educational institutions, occupations, and careers.

Vocational guidance has helped inform students about work trends at the national level. It has assisted students in making personal choices and influenced the distribution of student registrations in various educational programmes. Vocational guidance has assisted in the demystification of technical careers. Guidance programmes have helped change attitudes about work and technical careers.

Both national and local staff are responsible for evaluating vocational guidance programmes in Mexico. Currently, the national evaluation centre of the ministry of education, is charged with the responsibility for evaluation. Evaluation results are used to improve vocational guidance programmes at the local level, but much more work in evaluation is needed.

Vocational Guidance Programme Model

Mexico's national guidelines for vocational guidance identify the relationship of vocational guidance to the total education programme, identify staff qualifications and staff/student ratios, identify resources, and provide for linkages with other groups (e.g., employers, parents, government agencies, higher education).

The following programme components are recommended in the guidelines: information about careers and education/training, vocational assessment, counselling, and enabling activities (e.g., career days).

Successful Sites

Technical Skills for Women

Goals. Goals are to provide the opportunity for learning skills to women who had previously had no opportunity to obtain these skills; to provide the possibility to women of obtaining higher paying jobs as a result of the skill training; to train women in activities that have been considered to be traditionally masculine; and to improve the employment and economic status of women. The ultimate goal of the program is to assist 100 women between the ages of 18 and 60 to study in technical education programmes.

Participants. Participants in the programme are unemployed women, women who work in low paying jobs such as maids and laundresses, and women who have completed only primary education. Scholarships are available from the National Bureau of Employment.

Staff. This programme is to be available in all the states of Mexico. It was developed by the National College of Technical and Vocational Education, is funded by the Department of Labour, and is supported by women's organizations such as United Working Women and a women's union.

Key Programme Activities. Vocational training is provided for work in the following areas: electricity, plumbing, carpentry, painting and drywall, printing (including techniques and maintenance), and auto mechanics.

Communications Therapy

Goals. The goals of the programme are to prepare qualified persons to deal with problems of language and hearing and to investigate the demand level for specialists in this area.

Participants. Participants in the programme are students who have completed bachelor's degrees (98 percent are women).

Staff. Staff include professors of medicine, psychology, pedagogy, linguistics, and therapy.

Key Programme Activities. This programme is offered in two schools, one public and one private.

Best Vocational Guidance Activities

Counselling Factors

The goal of the activity is to analyze the myths and perceptions of various careers. Twenty to thirty-five students at the training school come prepared to tell other students about an area of study, the careers, and the specifics of the occupations. This activity requires a counsellor, a facilitator, and the students to be available in the classroom. A video is presented, the students respond to questions and lead the discussion in small groups. The activity is completed with a planning session for the students.

Protection of Primary and Secondary Options

Students again present the advantages and disadvantages of first and second career choices. In this activity the students are divided into groups of three, with one person presenting the advantages and the other two pointing out the disadvantages.

REPUBLIC OF KOREA: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. The Sex Equality in Employment Act, as passed in 1987 and amended in 1989, has as its purpose to secure equal opportunity and treatment for workers, regardless of their sex, to protect maternity, and to develop the occupational capabilities of females, thereby enhancing the status of female workers and promoting their welfare. Among many provisions, the law provides for equality with regard to recruitment and employment, for equal pay for value-equal work, and for equal opportunity with regard to vocational training.

Provision is made for up to one year of paid child care leave for women workers with infants under one year old, although the Labour Standards Act (amended in 1990) provides for sixty days of maternity leave. Business owners are required to provide the necessary facilities for nursing infants.

The Sex Equality in Employment law provides for fines and/or imprisonment for employers who violate the provisions for equal employment opportunity. However, the Labour Standards Act of 1953, amended in 1990, prohibits at least six types of work for women, including work with high voltage electricity, work with large power saws, work in holes five meters or more below the ground, work that causes strong vibration of the human body (e.g., rock driller, riveter), and handling objects weighing 30 kilograms or more intermittently or 20 kilograms or more in continued work. Women are not permitted to work at night or on holidays, unless approved by the Minister of Labour with the consent of the employee. Limitations are placed on overtime work for women employees. Employers are required to provide female employees with one day of menstruation leave with pay per month.

Equal Educational Access. The Education Act of 1949, most recently amended in 1990, provides for the education of all nationals to enable them to develop their full potential, to possess the capacity of making their own independent living, and to have quality as citizens.

Technical and Vocational Education. The Basic Vocational Training Act of 1981, amended in 1986, provides that "vocational training for women shall be taken as important." (Article 4, paragraph 3) Republic of Republic of Korea requires cooperation between employers and technical and vocational education, articulation between technical and vocational education and higher education, and public awareness (for parents, employers, and others) of technical and vocational education opportunities for women.

Vocational Guidance. The Employment Security and Promotion Act of 1967, most recently amended in 1989, provides that the Minister of Labour shall endeavour to increase the availability of occupations and employment opportunities for women. Active recruitment of girls and women into technical and vocational education is required, along with vocational guidance to encourage the participation of girls and women in technical and vocational education programmes.

Funding. Vocational guidance in the Republic of Korea is funded at the national, state, and local levels. Business and industry funding is also available.

Enrollments. The Republic of Korea maintains national statistics on the number of girls and women enrolled in technical and vocational education.

Administration. Both the Ministry of Education and the Ministry of Labour have direct responsibility for administering vocational guidance for girls and women in the Republic of Korea.

Vocational Guidance Programme Development and Improvement

The Korean Women's Development Institute (KWDI) in Seoul has conducted local surveys of the needs of women job-seekers. The following groups were included in the needs assessment: women registered at the KWDI Vocational Guidance Centre in 1992, students, teachers, counsellors, employers, counsellor/teacher educators, and women's groups.

Barriers to the participation of girls and women in technical and vocational education, identified through the surveys, are student attitudes, school staff attitudes, employer attitudes, the social role assigned to girls and women, shorter school attendance for girls, limited funding to attend programmes, and limited programme offerings for girls and women.

Vocational guidance programmes to help girls and women are available in primary and secondary schools, in higher education, and in employment or career centres. Employer-based programmes are also available. The guidance programmes are provided by counsellors; teachers or department of labour staff are not involved.

Training for vocational guidance counsellors is provided by the Korea Institute of Technology and Education. The Institute prepares engineers in various specialties and vocational training teachers. Through courses in liberal arts and teacher education, the Institute provides basic knowledge regarding the learner's development of the cognitive, affective, and psychomotor domains in vocational education. Preservice training for vocational guidance counsellors is provided once a year.

Technical assistance from the national level to local sites is provided in the following areas: curriculum materials, career and educational information resources, counsellor training, and teacher training.

In the Republic of Korea, all vocational guidance programmes are open equally to girls, boys, men and women according to the related law. However, according to customs and awareness, boys and men get more benefit in some fields. National and local staff are responsible for evaluating the vocational guidance programme. These evaluation results are used to improve the programme.

Vocational Guidance Programme Model

The Republic of Korea has national guidelines for vocational guidance.

The guidelines specify the relationship of vocational guidance to the total education programme. The vocational guidance programme components that are recommended by the guidelines are counselling and information about careers and education/training.

Successful Sites

Programme for Women Managers and Prospective Women Managers of Small-scale Businesses

Goals. The goals of this programme are to provide the necessary knowledge to become professional managers and to equip the women with the qualities required for professional managers.

Participants. Women managers of small-scale businesses and women who are prospective managers of small-scale businesses.

Staff. Business managers and professors provide the training.

Key Programme Activities. Among the key programme activities are the study of the characteristics of businesses (by kind of business), business management and women, practices of the business establishment, and practices of management.

Educational Programme for After-school Care Providers for Children

Goals. The goals of the programme are to foster the personalities and professional knowledge needed to provide guidance for children of primary school age.

Participants. Participants in the programme are university graduates who majored in child education and/or child welfare, and those high school graduates who have certificates as child care teachers.

Staff. The programme is presented by university professors.

Key Programme Activities. Key programme activities include the theory and practice of child education and child welfare, counselling, child education administration, human relationship training, and women's consciousness.

SOUTH AFRICA: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. South Africa is in a period of major transition that initiated with the first inclusive election in April 1994. Since that time a women's charter was accepted by parliament, marking an important landmark in the struggle against sexism in South Africa. Reconciliation and nation-building are two key components of the national reconstruction and development programme.

In a general notice dated February 1995, the Ministry of Labour introduced a draft Labour Relations Bill. Comments on the bill were due not later than 30 April 1995, and the bill was then considered by the National Economic, Development and Labour Council, the Public Service Bargaining Council and the Education Labour Relations Council with a view to reaching consensus. The bill defines unfair labour practice as:

- the unfair discrimination, either directly or indirectly, against an employee on the grounds of race, colour, sex, religion, political opinion, ethnic or social origin, sexual orientation, age, disability, religion, conscience, belief, culture, language, family responsibility, or marital status or any other arbitrary ground;
- the unfair conduct of the employer concerning the promotion, demotion or training of an employee or the provision of benefits to an employee or the provision of benefits tó an employee;
- the unfair suspension of an employee; and
- the failure or refusal of an employer to reinstate or reemploy a former employee in terms of any agreement.

The bill provides for employment policies that are designed to achieve the adequate protection and advancement of persons or groups or categories of persons disadvantaged by unfair discrimination, in order to enable their full and equal employment of all rights and freedoms. A governmental commission is available to receive allegations of unfair labour practices. The commission attempts to resolve the dispute. If this is not possible, the case is referred to the Labour Court for adjudication or arbitration. Trade unions and employers' organizations are also held responsible under this bill. If these groups do not comply, the government may revoke their registration.

Equal Educational Access for Women. At the present time, South Africa does not have a formal policy related to equal access to education for either women or men.

Technical and Vocational Education. South Africa does not have legislation or formal policy related to technical and vocational education for women or men as specified groups. Policy has suggested measures such as admission of women to all programmes offered to men, cooperation between employers and technical and vocational education, increased social recognition of the value of technical and vocational education, articulation between technical education and higher education, public awareness, the importance of vocational guidance, and active recruitment of girls and women into technical and vocational education.

South Africa is seeking to define the role of education and training in the new national transitional process. A National Education and Training Forum (NETF) was set up in 1993, bringing together a broad range of interests including state, political, educational and labour. *Vocational Guidance.* There is no legislation or formal policy related to vocational guidance for women or men as specified groups. Vocational guidance, however, is very much present in South Africa and is delivered through various channels. Vocational guidance is funded through national, state, local, business and industry, and private education funding sources. A major source of funding for vocational guidance programmes, particularly those dedicated to the reduction of the effects of racial and gender bias, has been through non-government organizations such as the Careers Research and Information Centre. These groups receive diverse funding through such sources as private sector and humanitarian organizations both within the country and internationally.

Enrollments. The effects of gender discrimination are evident in South Africa as they are in many nations. Debbie Budlender, Senior Researcher, Community Agency for Social Resource into Social Enquiry, argues that gender discrimination goes much further back than apartheid. Therefore, racial discrimination might well disappear to a large extent, but gender discrimination is less likely to do so. Statistical data indicates that South African women tend to predominate in occupations with lower wages. Women are less likely to be promoted. Lower wages are granted to "women's work" even where the length of training and education is the same. There are limited apprenticeship opportunities for women. Recommended actions include the following:

- Women should be trained not only for careers but also for job readiness;
- Educational structure should work with non-governmental sectors on issues regarding accreditation;
- Inservice teacher training should incorporate modules on anti-sexism and anti-racism;
- Mass media should be used to popularize guidance;
- Education departments must be lobbied to elevate the status of guidance teachers;
- Guidance associations should be formed and links with employer bodies strengthened;
- Guidance associations should focus on breaking career stereotypes in vocational guidance (*Work and employment*, p.30).

There are several effective programmes designed to increase enrollment of women in non-traditional career fields. Currently, women are involved in diverse technical and vocational education programmes including engineering, medical technology, food technology, information systems, business systems, nursing, building trades, architecture, electronics, and computer science. Enrollment information is not kept systematically; however, there are occasional reports that provide this information.

Administration. Vocational guidance has traditionally been administered by the Department of Labour, through joint efforts of education and labour, and through special agencies dealing with the rights of women. Vocational guidance services to minority women have been provided of necessity by non-governmental organizations. There will be major changes in the administration of services at the national level since all citizens are now represented by and have a voice in electing government officials. The next few years will be a time of opportunity and challenge as the national education and training programme is more clearly defined, as legislation to protect employment opportunity for all citizens is passed, and as governmental and existing non-governmental vocational guidance agencies find ways of collaborating effectively.

Vocational Guidance Programme Development and Improvement

South Africa has not conducted specific assessments of the vocational guidance needs of girls and women but is planning to conduct such studies in the future. These plans call for collecting information from various groups including students, teachers, counsellors, parents, employers, counsellor and teacher educators, women's groups, and non governmental organizations.

Currently, a number of barriers inhibit the full participation of girls and women in all technical and vocational education programmes. These include parental attitudes, school staff attitudes, employers' attitudes, social roles assigned to girls and women, limited funding to attend programs, and limited programme offerings for girls and women.

In spite of these barriers, vocational guidance programmes to support the career development of girls and women are available in primary school, secondary school, higher education, employment and career centres, private women's advocacy organizations, employment settings, and non-governmental organizations.

Vocational guidance is delivered by guidance counsellors, secondary school teachers, and department of labour staff. Universities provide masters'- level training for counsellors. Preservice training of counsellors is also provided by technicians who provide special in-house sessions for private organizations. Inservice training focused on exposure to changes in educational practices includes continuing education classes at adult education centres. Teachers' colleges provide additional three-year training in guidance and vocational skills. Seminars and courses are provided for teachers through state and private organizations.

Technical assistance provided by national, state, and non-government organizations to local sites includes curriculum materials, career and educational information resources, counsellor training, teacher training, on-site assistance, university faculty for training, and funding of state staff.

Several benefits of vocational guidance programmes in South Africa have been noted. For girls and women, benefits include exposure to and employment opportunity in previously male-dominated careers and higher rates of employment. Benefits to the local community include: career information and guidance, empowerment, and improved life-style. Benefits to the broader society include increased employment and training opportunities for more sectors of society and equal introduction of opportunities to all regardless of race or gender. Benefits to vocational guidance include greater support for guidance programmes and increased funding. Benefits of technical and vocational education include literacy programmes linked to job training, gradual decrease in the unskilled population, and increased awareness of technical and vocational education by various organizations and employers.

Evaluation of vocational guidance programmes is conducted by the local staff with results being used to improve the local programme.

At present, South Africa does not have national guidelines for vocational guidance. However, high quality programmes have been developed locally and several of these are described in the next section. Existing vocational guidance programmes use a variety of components including information about careers and education, counselling, enabling activities (for example career days), and women mentors.

Successful Sites

PROTEC

Goals. PROTEC is a national career development programme that promotes technological literacy and technology education for all South Africans. It was developed out of a need to address the chronic skills shortage in the field of engineering, as well as the inability of the black education system under apartheid to prepare candidates for science, engineering and technology studies. The specific aims of Protec include the following:

- Prepare individuals to use technology for improving their own lives and for coping with an increasingly technological world;
- Produce informed citizens prepared to deal responsibly with technology related to societal issues;
- Give students an awareness of the nature and scope of a wide variety of science and technology related careers;

- Help students acquire the academic knowledge required to pursue science and technology academically.

Participants. Black students from local schools through South Africa participate in the programme starting at the equivalent of grade 10.

Staff. Protec includes 22 branches throughout South Africa. Staff includes a manager and administrative assistant in each branch. Nationally, the programme includes directors, technical staff, and marketing managers.

Programme Activities. The Protec model uses a variety of vocational guidance and academic enrichment activities. Specific activities include Saturday School, offering classes in technology, mathematics, physical science, technical drawing, English, and the world of work. The purpose is to improve academic performance and study skills and to increase enthusiasm for technology and its many career opportunities. Vacation School is similar to the Saturday School but is held on all school holidays. At Vacation Camps students are introduced to team building and leadership skills and personal development through outdoor activities.

Specific career exploration activities include work experience in industrial environment, site visits focusing on applications of technology in industry and to vocational role models, community projects where students use technological skills in community efforts, and career days to increase student awareness of the needs of industrial employers as well as potential employment opportunities.

Recruitment forums expose unplaced students to employers. Alumni associations have been established at 14 universities and 9 technikons to offer support and counselling services to students.

Careers Research and Information Centre (CRIC)

Goals. CRIC is a non-governmental organization committed to providing black disadvantaged youth with information, skills, and a critical understanding of work and education so that they can appropriately respond to the challenges within society and are able to improve the quality of their lives.

Participants. Black youth between the ages of 17-35 who have limited educational and employment opportunities due to apartheid policy.

Staff. Staff includes administrators, four counsellors, and library staff. The program conducts extensive outreach and staff training through its development unit. This unit provides training to community organizations and teachers. The goal is to decentralize the programme delivery by building staff capacity in various organizations and schools.

Programme activities. The first of three programme components is information provision that focuses on education and training, the assessment of prior learning and experience, and career counselling and guidance. This component includes information on further education, training and skills development, the world of work, and adult basic education. The second component, work preparation training, is intended to provide unemployed youth access to a systematic skill development programme. Training areas include technical skills, business skills, life skills, introduction to technology and practical work experience. The third component is work placement, focused on securing work experience situations, job seeking skills, and entrepreneurship skills required to create work situations.

The services unit provides the basis for the delivery of these services. This unit includes the following services: the careers library, counselling, distance counselling, work experience, educational programmes, and education and training development. A media unit also develops materials for use in the programme including a newspaper that is distributed widely to schools, a monthly radio programme, and other materials such as posters.

CRIC has developed an important resource packet for teachers, *Gender and Work: Breaking the Rules.* This packet includes information on gender stereotyping, statistics on women in the workplace, case studies of career role models in non-traditional careers, and instructional activities.

End Racism and Sexism through Education (ERASE)

Goals. ERASE is a non-government organization working toward ending racism and sexism in South Africa. It designs and implements programmes through education and training, and it supports the building of broader social movement against racism and sexism.

Participants. Youth whose educational and employment have been affected negatively by racism and sexism.

Staff. Programme staff include resource centre coordinators and counsellors. ERASE seeks to expand programme influence through networking with such groups as National Youth Development Coordinating Committee, National Youth Development Forum, International Women's Day seminars, World University Service, university psychology departments, and women's groups such as the Women's Alliance, Women's Coalition, and Gender and Development Forum.

Programme Activities. ERASE provides direct assistance to youth and consultation services on vocational and educational topics. They maintain a library and resource centre. ERASE operates on a broad intervention model. They conduct awareness programmes through their resource centre, seminar series, outreach television, national conference, and drama group. They target specific programme intervention along four broad components: formal education (teacher training materials, schools, life-skills/guidance, student peer counselling, and workshops), community education (core module; specialized modules on child-rearing, careers, and other; and workshops), human resource development (affirmative action training, organization development), and legal campaign (monitor status, monitor incidents, provide legal aid).

SPAIN: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Spain has national legislation that provides for equal employment access and opportunity for women. Similar legislation is not in place for men. Perhaps it is felt that such legislation is not necessary.

Equal Educational Access. As with employment, Spain has national legislation that provides for equal educational access and opportunity for women. No similar legislation is in place for men.

Technical and Vocational Education. Spain has no national policy relating to technical and vocational education for women or men. However, access and opportunity for girls and women is provided in all

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technical and vocational programmes offered to men, with penalties for violation of this policy. Active recruiting of girls and women into technical and vocational education programmes is carried out, along with programming of cooperation between employers and technical and vocational education.

Vocational Guidance. Spain has a formal policy related to vocational guidance for girls and women, in the form of national guidelines. However, at this stage of development, vocational guidance has not been institutionalized and is only partially available.

Funding. The funding of vocational guidance in Spain is at the provincial level.

Enrollments. Women have access to all vocational and technical educational levels in Spain, but there is a certain tendency for women to be enrolled in traditional women's areas. Programs in which women are enrolled include those of the Instituto Nacional de Empleo (INEM) of the Ministry of Labour, the Ministry of Education, and the Instituto de la Mujer (Institute for Women). Enrollment statistics available are primarily from the Instituto de la Mujer.

Administration. Special agencies dealing with the rights of women (e.g., Instituto de la Mujer) have the direct responsibility for administering vocational guidance for girls and women in Spain. Neither the Ministry of Labour nor the Ministry of Education is responsible for the provision of vocational guidance for girls and women.

Vocational Guidance Programme Development and Improvement

The vocational needs of women in Spain have been studied at the local and regional level through research leading to books and doctoral dissertations. These studies have focused on the needs of women between 25 and 45 years of age, with little information currently available on the needs of girls and younger women. Women's groups or associations and students provided the information for these studies.

Barriers to the participation of girls and women in technical and vocational education centre around attitudes. Specific barriers that have been identified through the studies in Spain include student, parent, school staff, and employer attitudes.

Vocational guidance programmes are provided in the primary schools in Spain through infusion into the curriculum by teachers. Experimental programmes are being provided in the secondary schools with the assistance of teachers. Private women's advocacy organizations primarily provide vocational training with little vocational guidance.

Preservice counsellor training in Spain is offered at the universities through the faculties of education and educational psychology. The master's degree curriculum includes vocational guidance, theories and process of guidance and counselling, educational guidance, differential education, and a strong practicum. Vocational guidance training for teachers is provided through tutors training in the institutes of educational sciences.

Continuing education is provided to vocational guidance counsellors in Spain only in post-graduate courses. These courses are primarily available at the Universidad Central de Barcelona, the Universidad Computerase de Madrid, and the Universidad Nacional de Educación a Distancia (Open University).

The following types of technical assistance are provided to local sites in Spain: curriculum materials, careers and educational information resources, counsellor training, and teacher training. At this time, no on-site assistance is provided to local vocational guidance programmes.

The vocational guidance programmes of Spain have produced many specific benefits. For girls and women, the programmes have provided the awareness of the need for change. For local communities, some programmes for the transition to work have emerged, along with guidance for transition. For the broader society, awareness of employers and trade unions has been heightened, along with awareness of the political system.

Secondary counsellors have benefitted from vocational guidance through the recognition of the need for a variety of approaches to guidance. Girls and boys have begun to decide to enroll in all the specialties in vocational training.

In Spain, vocational guidance programmes are evaluated by local staff. Results of the evaluations are used to improve the local programmes.

Vocational Guidance Programme Model

Spain has national guidelines for vocational guidance. The guidelines identify the relationship of vocational guidance to the total education programme, provide guidelines for resources (money, equipment, facilities, materials), and identify school/industry dual practices.

Vocational guidance programme components that are recommended in Spain's national vocational guidance guidelines are the following: information about careers, education and training, vocational assessment, advising, and counselling.

Successful Sites

NOW (New Opportunities for Women)

Goal. The goal of this programme is developing awareness of equal opportunities for men and women in employment.

Participants. The programme is for women between the ages of 25 and 45.

Staff. The programme is provided by municipal institutions that support the staff.

Key Programme Activities. The programme provides exploration of the work of work, assists the participants in obtaining self knowledge, and assists in the development of decision-making abilities.

Women at Risk

These programmes are provided by the 17 autonomous governments in Spain so that the range of implementation of the programs across the country is quite wide. The province of Catalonia, for example, developed an ambitious three-year plan in 1988 for working on equal opportunities for women in education and employment, protecting the integrity of the family, and assisting battered women. The results of this programme are not yet available.

SWEDEN: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Sweden has passed an act concerning equality between women and men (Swedish Code of Statutes (FS) 1991:433). It states:

Section 1. The purpose of this Act is to promote the equal rights and opportunities for men and women with regard to work, terms of engagement and other terms of employment as well as opportunities for development at work (equality in working life).

The act covers such areas as working conditions, recruitment and related matters, and questions concerning pay. The act requires measures to ensure that the working conditions shall be appropriate for both men and women, to assist both female and male employees in combining gainful employment and parenthood, and to protect all employees from sexual harassment. Provisions for recruitment and related matters include a requirement to promote by training, the development of skills and other suitable measures, and an even distribution of men and women in various types of work and within different categories of employees. In addition, employers are required to ensure that both men and women apply for job vacancies and, when there is an uneven distribution of men and women to make special efforts to obtain applicants from the under-represented sex. In issues of pay, employers are required to make a yearly review of pay differentials between men and women. Each employer is required to have an annual plan for her or his work aimed at promoting equality. The plan must include specific measures that the employer will take during the year, the results of the review on the existence of pay differentials, and measures that are warranted by the review.

The act includes a specific ban on sex discrimination, which is defined as follows: "Someone is treated unfavourably in such circumstance that this treatment has a direct or indirect connection with the fact that the person treated unfavourably belongs to a particular sex (Section 15)." Areas covered in sex discrimination include hiring, promotion, training for promotion, pay and other terms of employment, distribution of work in a way that is manifestly unfavourable, and termination, transfers, layoffs, or dismissals. Sexual harassment is also prohibited.

The act provides for compensation and other sanctions. It is administered by the Equal Opportunities Ombudsman and an Equal Opportunities Commission. At the first level, the Equal Opportunities Ombudsman attempts to persuade employers to follow the provisions of the act. The recommendations of the Ombudsman are enforced through penalty of fine. The fine is levied by the Equal Opportunities Commission at the petition of the Ombudsman. If these measures are not effective, the Ombudsman may present the case to the Labour Court.

Educational Access (Including Technical and Vocational Education). The Swedish School Act ensures that all children and young persons must have access to equivalent education, regardless of sex, social and economic background, or residential locality. Both compulsory and upper secondary schools are comprehensive and co-educational.

The curricula for compulsory and upper secondary education support equality through nationwide validation. This common curriculum was implemented in 1994. It includes goals that education should strive for and that everyone shall be given the opportunity of achieving. The curriculum includes six sections: knowledge; norms and values; pupil responsibility and influence; choice of education - work and civic life; assessment and grades; and responsibility of the head teacher. A point system has been developed by which students are given a certain number of points on completion of a course with minimum pass results. An educational programme that prepares for higher education must have at least 2,180 upper secondary points and a programme that is primarily vocational in content must have at least 2,400 upper secondary points.

Vocational Guidance. The principals in the non-compulsory school have overall responsibility for education guidance. This includes ensuring that pupils receive guidance about course offerings at the school as well as guidance regarding further studies and vocational training. Vocational guidance is concerned with labour market information and the individual. Practical working life orientation is stressed. In the vocationally oriented programme, work life is integrated within instruction. Vocational programmes in the upper secondary schools have vocational committees to ensure the relevance of the curriculum. Vocational guidance is provided at the school level, and the Swedish National Labour Market Administration also provides comprehensive vocational guidance (see Successful Sites Section for more complete information.)

Funding. Vocational guidance is financed through national funding and through local funding that is supported by state grants.

Specific Policy Measures. Sweden's policy for technical and vocational education includes the following strategies: provide access for girls and women in all programmes; encourage cooperation between employers and technical and vocational education; seek to increase the social status of technical and vocational education; support articulation between technical and vocational education and higher education; increase public awareness of technical and vocational education opportunities for women; provide vocational guidance; allow legal recourse if rights are not granted; actively recruit of girls and women; and provide funding to implement policy.

Enrollments. Girls and women are enrolled in all 16 vocational programmes within the upper secondary school. These include arts; business and administration; construction; child recreation; electrical engineering; energy; food; handicraft and trades; health careers; hotel, restaurant, and catering; industry; media; natural resources; natural science; social science; and vehicle engineering. Sweden does maintain national enrollment statistics indicating that both men and women are enrolled in all vocational programmes, although distribution is not equal within all vocational programmes. Vocational guidance at the school level is administered by local authorities.

Vocational Guidance Programme Development and Improvement

The needs of girls and women for vocational guidance are addressed through program offered by local schools and by the Swedish National Labour Market Administration. Needs assessment information is obtained from students, teachers, and counsellors.

Barriers to full access of girls and women to technical and vocational education still persist. The major barriers include the attitudes students, parents, schools staff, and employers, and the social role assigned to girls and women.

Vocational guidance services are available throughout the life span through primary schools, secondary schools, higher education, and employment offices. Programmes are delivered by guidance counsellors and by staff at employment offices.

Counsellors in both school and employment office settings are provided comprehensive, systematic education. School-based counsellors receive a certificate after three years of specific studies that include supervised practical training. There are counsellors in every employment office in Sweden. Employment counsellors are trained within the National Labour Market Administration.

Continuing education is the responsibility of local authorities. The county Labour Market Boards are also responsible for the inservice training of the vocational guidance counsellor at school and higher educational levels. Employment counsellors receive continuing training through the National Labour Market Administration.

Technical assistance provided by state and local staff to support the development and improvement of vocational guidance programmes includes curriculum materials, careers and educational information resources, counsellor training, teacher training, and funding of state staff to assist local sites.

Major benefits of vocational guidance to girls and women include better knowledge of the situation in the labour market and access to a broader range of occupations. Benefits to local communities include lower unemployment rates and fewer dropouts from educational programmes.

The evaluation of vocational guidance is conducted at both the local and national levels and the results are used to improve programmes at both levels.

National guidelines for vocational guidance are included in the national goals and guidelines for education. At the adult level, the National Labour Market Administration issues guidelines for employment and training as a whole that include guidelines for career development. These guidelines address the relationship between vocational guidance and the total educational programme, linkages with other groups such as employers and community governments, and guidelines for vocational guidance aspects of employment and training programmes.

The primary components of vocational guidance programmes include information about careers and education/training and counselling. Specific programme strategies for girls and women include the following: networks for girls in technical education in upper secondary school;

monthly meetings for girls who are entering non-traditional vocational programs; and summer courses for girls (age 13-15). The goals of these courses are to introduce various vocational programme areas and to provide information about employment in technical sectors.

Successful Sites

Swedish National Labour Market Board' Guidelines

Goals. The 1995-96 Preliminary Guidelines state three major goals: (1) give top priority to filling vacancies and cultivating productive company contacts; (2) counter long-term unemployment by stimulating activity and new employment opportunities; and (3) help more immigrants and disabled persons find employment or participate in labour market measures. These are general goals but relate to the dual vocational guidance needs of individual career planning assistance and the development of occupational opportunities.

Participants. Adults who are actively seeking employment.

Staff. Employment counsellors provide key services at the local level. Counsellors and other staff provide direct services including job creation and job search assistance. Comprehensive training of counsellors is provided through the Swedish National Labour Market Administration.

Programme Activities. The National Labour Market Administration forms a network that includes County Labour Boards that oversee local Employment Services Offices and Employability Institutes. The goal is to have a comprehensive national system with clear goals and strategies that is implemented at the country and local levels.

A number of strategies are directed at job placement and job creation. Sweden is recovering from the deepest recession in over half a century. Continuing to stimulate new job creation and fill vacancies quickly is viewed as a priority. Strategies include improving access to information about job vacancies. This may call for vocational guidance with clients to help them overcome inner and outer barriers to geographic mobility. Staff are assigned time to develop close relationships with companies. They are encouraged to develop clear objectives for contacts with employers such as increased use of Employment Services when recruiting personnel. A final strategy is vocational guidance with individuals to create awareness of employment opportunities made available through education and training and the emergence of new vocational fields.

Another programme focus is countering long-term unemployment. It is projected that high unemployment will persist over the next several years. This will create a pool of individuals who have been unemployed for several years. It is important for employment counsellors to analyze obstacles to employment for various groups, including women, through individual follow-up activities. Individual action plans should be developed collaboratively by the job seeker and the counsellor. These plans should clearly specify objectives and spell out how, when, and by whom these objectives will be achieved. Another strategy is to provide some form of suitable full-time activity within the first hundred days of their registering as unemployed. Activity centres with computer workshops where young people can receive computer training, and vocational guidance support and participate in other activities stimulating active job search are being established in municipalities across the country. These centres provide a specific forum for generating greater interest among young women in employment opportunities. Labour unions have expressed an interest in helping motivate unemployed members to search actively for work. A final incentive is tying cash assistance to job-search activity and mandatory acceptance of work and training opportunities.

The national labour programme also focuses on disabled persons and immigrants, many of whom are women. Greater employment of disabled persons will be supported through increased use of adaptation measures, especially training for the needs of disabled persons. A Young Disabled Persons Programme will focus on this need. There is also the recognition of the need for specific measures to help immigrants find employment including taking greater advantage of existing training, tailored additional training, assistance in setting up their own businesses, and adaption of existing programmes to include Swedish language training.

DIVA - Swedish Computer-based Information System

Goals. This computer-based information system for vocational/educational information and guidance was developed by the Swedish National Labour Market Administration to help the professional counsellor obtain information on occupations and training opportunities.

Users/Staff. DIVA was developed to respond to the demand for an easily manageable information system in schools. School *SYO officer* (vocational and education guidance staff) are the main users and employment office staff use it as well. There is growing interest among other customers such as corporate personnel and training planners. DIVA is designed to be used by professional counsellors who have the training to use and interpret the information. However, it is expected that employment officers will experiment with giving adult job seekers direct access to the system.

Description of System. DIVA gives counsellors rapid access to facts about occupations, training paths and development tendencies. The database that provides information about jobs, duties, future outlook, and the relationship between jobs and training programs . based on research by occupational analysts at the National Labour Market Administration. Data are based on vacancy advertisements as well as information from practitioners, companies, and organizations. Cooperative relationships between the labour market and educational authorities in Sweden help guarantee accurate information about technical and vocational programmes and other educational offerings. Information is updated once per year with data on more rapidly obsolescent training and education being updated twice per year.

DIVA has two interacting registers that suggest training programmes leading to specific occupations. It also suggests a range of occupations for a particular programme of study. Over 1,400 key words can be used in the search. The occupations register contains information on job functions and duties, job content, changes in the occupation, requirements, and allied occupations; references to material describing the occupations; and link-words for training/study programmes. The training register includes postsecondary programmes, upper secondary programmes, labour market training programmes, folk high school study programmes, independent schools under state supervision, advanced Komvux (Municipal Adult Education) training programmes, and a selection of in-house training programmes.

TURKEY: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Equal employment access and opportunity for women in Turkey is provided by law and formal policy.

Equal Educational Access. Turkey has legislation and formal policy that provides for equal educational access and opportunity for women.

Technical and Vocational Education. There is legislation and formal policy in Turkey related to technical and vocational education for girls and women and for boys and men. It provides for increasing the social status of technical and vocational education, articulation between technical and vocational education and higher education, public awareness (for parents, employers, and others) of technical and vocational education opportunities for women, and penalties for violation of legislation or policy.

Vocational Guidance. No information was provided on whether Turkey has separate legislation or formal policy related to vocational guidance. However, legislation and formal policy relating to technical and vocational education provides for vocational guidance to encourage the participation of girls and women in technical and vocational education programmes.

Funding. There is funding for vocational guidance in Turkey from the national level of government. In addition, vocational guidance is funded by business and industry and through private education, paid for by the student or family.

Enrollments. National statistics are available that provide information on enrollments for girls in vocational education programme areas.

Administration. The direct responsibility for administering vocational guidance for girls and women in Turkey rests with the Ministry of Education, the Ministry of Labour, joint efforts of education and labour, and with special agencies dealing with the rights of women.

Vocational Guidance Programme Development and Improvement

Turkey is planning to conduct assessments of the vocational needs of girls and women in the future. This information should be very useful in developing vocational guidance programmes. Barriers to the participation of girls and women in technical and vocational education that have been noted are parent attitudes, the social role assigned to girls and women, and limited programme offerings for girls and women.

Vocational guidance programmes to help girls and women are available in vocational high schools, public education centres, vocational-technical training centres, and through private courses. Additionally, there are programmes in higher education, through employment or career centres, through private women's advocacy organizations, and through employer-based programmes.

Vocational guidance programmes to help girls and women are provided by the General Directorates of Vocational and Technical Education and the schools affiliated with them, Public Education Centres, Apprenticeship and Non-formal Education Centres, Employment Agencies, the Ministry of Agriculture, and the Ministry of Tourism.

The pre-service preparation of guidance counsellors in Turkey is provided through the Educational Sciences Department of universities and technical education faculties. Continuing education is provided to guidance counsellors through In-Service Training Courses when needed.

Pre-service training in vocational guidance for teachers is provided with the foundation subjects in the Faculty of Education. Continuing education in vocational guidance is provided to teachers through In-Service Training Courses.

National agencies provide the following types of technical assistance to local sites: curriculum materials, careers and education information resources, counsellor training, and teacher training.

Benefits to girls and women that vocational guidance programmes have produced include the following: recognition of new professional fields, developing the spirit of enterprise, recognition of competence about professions, and increasing the development of knowledge and skills.

Local communities have benefitted through recognition of regional employment opportunities, the provision of educational opportunities suitable for local employment, and ensuring local employment opportunities.

Vocational guidance programmes have ensured the promotion of public knowledge on professions and employment opportunities. Other contributions of vocational guidance programmes to the broader society of Turkey include: contributions to the determination of vocational education policies at local and national levels, provision for the improvement of the views of the industrial sector, local administration, and the public and ensuring their contributions to technical-vocational education.

The development of vocational guidance programmes has led to the development of new educational methods and assisted in the formation of standards in Vocational and Technical Education, the transformation of new technologies to education programmes, raising the quality of teacher training in line with the requirements of the industrial sector, and balancing between education and employment.

Both national and local staff evaluate the vocational guidance programme. Evaluation results are used to improve the vocational guidance programme and both the national and local levels.

Vocational Guidance Programme Model

Turkey does have national guidelines for vocational guidance.

UNITED ARAB EMIRATES (U.A.E.): NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. The U.A.E. Constitution (Section 3, items 34 and 35) states that all citizens are free to work, and that government employment is open to all citizens. Discrimination on the basis of sex (as well as race and religious affiliations) is prohibited.

Equal Educational Access. Education is free for all students in all stages. As education is fundamental for the development of society, the U.A.E. Constitution (**Section 2**, item 17) states that education is obligatory in the primary stage. Plans are included in legislation for making education available for all eligible students at all stages of education. Students do not pay tuition for education. University students who come from outside Al-Ain (where the university is located) live in university dormitories and their rooms, food, and living facilities expenses are paid by the State.

The numbers of females and males enrolled in the primary and secondary schools are distributed almost equally. At the U.A.E. University, female students currently outnumber male students 4 to 1, with predictions that by 2005, the ratio will be 7 females to 1 male. Reasons suggested for this situation are: (1) males prefer to enroll in military and police academies since the salaries of army and police officers are higher on the average; (2) males may be working in business and commerce rather than attending the university; and (3) males are more likely to be sent abroad to be educated than females.

Technical and Vocational Education. The U.A.E. does not have legislation or formal policy related to technical and vocational education for girls and women or for boys and men. While the Constitution states that education is free for all citizens and, therefore, males and females should have equal access to education in all stages, access to technical and vocational education in secondary schools is limited to male students. Parents may not want to send their daughters to technical schools, yet females enroll in vocational programs at the University and Higher Colleges of Technology in good numbers.

Vocational Guidance. No legislation or formal policy related to vocational guidance is in place in the U.A.E. However, a recent government report on the development of secondary education emphasized the importance of implementing educational counselling in secondary schools. Thus, the future may witness the establishment of counselling services, including career counselling, in the secondary schools. It was pointed out that the technologies of vocational guidance do not exist in almost all of the Arab countries. Occupational information and nationally standardized psychological tests are not available. Specialists in counselling are very few and it may be a long time before counselling services are fully developed in the Arab countries.

However, there are career orientation programmes. Such programmes may be offered by educational institutions at the high school senior year, the college freshman year. and the college senior year. In these programmes, students are familiarized with educational or work options and with information about such options. Help in decision making is also provided. Other programmes being offered are career days when employees are invited by higher education programmes to talk about work opportunities and to recruit potential students for employment.

Funding. All educational programmes in the United Arab Emirates are funded by the state. As vocational guidance programmes for girls and women are developed, the funding for the programmes will come from the state. In the opinion of the respondent from the U.A.E., the following are needed: cooperation between employers and technical and vocational education, increased social status of technical and vocational education, articulation between technical and vocational education and higher education, public awareness (for parents, employers, and others) of technical and vocational education opportunities for women, vocational guidance to encourage the participation of girls and women in technical and vocational education programmes, and active recruitment of girls and women into technical and vocational education. Scholarships for those interested in and qualified for admission are available from the government.

Enrollments. At the higher colleges of technology, women are enrolled in the following programmes: accounting, banking and finance, business administration, information systems, office administration, communication technology, and health sciences. At the university, women are enrolled in business, education, interior design, food industry, and medicine. National statistics are available on these enrollments.

Administration. Since vocational guidance programmes for girls and women are in the very beginning stages in the U.A.E., the responsibility for administering such programmes has not yet been assigned. While professional vocational guidance programmes do not exist, there are many in-service training programmes by almost every organization, governmental or private. Many of these programmes are addressed to vocational and technical skills as well as professional skills.

Vocational Guidance Programme Development and Improvement

Currently, there are no vocational guidance programmes in the U.A.E. Barriers to the participation of girls and women in technical and vocational education that could be reduced through vocational guidance programmes include the following: student attitudes, parent attitudes, employer attitudes, social roles assigned to girls and women, and limited programme offerings for girls and women.

It was pointed out by the respondent that employers may prefer to employ men rather than women. Additionally, women usually are granted leave of absence to raise their children. They usually move with their husbands or do not want to leave the place where their extended families live. More emphasis is made on the role of woman as homemaker, although women have full-time maids to help them with their housekeeping responsibilities.

Occupational and employment information may be provided by teachers and friends as there are no guidance counsellors or organized guidance programmes. Occupational information is not yet available in a systematic way, such as a brochures, books, or dictionaries of occupational titles.

Currently there are no training programmes for vocational guidance counsellors in the U.A.E. No technical assistance is provided to local sites by the government as far as vocational guidance is concerned.

If vocational guidance programmes are implemented, the benefits to girls and women, local communities, and the broader society would be many.

Vocational Guidance Programme Model

There are no national guidelines for vocational guidance in the U.A.E. Advising for course selection at the university and the higher colleges of technology is available.

Successful Sites

At this time, there are no sites that offer vocational guidance programmes that assist girls and women to enroll in, complete, and secure employment in technical and vocational education areas.

ZAMBIA: NATIONAL POLICY AND ENROLLMENT INFORMATION

Employment Opportunity Protection. Zambia has a formal policy related to equal employment access and opportunity for women and for men. The ruling party in Zambia has indicated that the MMD government will accord full and equal rights to women in all aspects of national life and accepts the principle of affirmative action on gender issues. The party has adopted the policy that all discriminatory laws against women in all social and economic fields will be reviewed.

Equal Educational Access. The Education Regulations for Primary and Secondary Schools, administered by the Ministry of Education, provide for no discrimination in admission on the basis of sex. Schools may be classified as schools for pupils of one sex only or as co-educational schools. A complete course of primary education consists of seven grades, each representing one year of the course. A complete course of secondary education comprises five forms, each form representing one year of the course.

Technical and Vocational Education. The 1972 law on Technical Education and Vocational Training (No. 37) provides, in Part VI, Paragraph 21, that "no person shall be refused admission to any institution established for the purpose of technical education or vocational training on the grounds of sex, race, tribe, place of origin, colour or creed."

In addition to equal access and opportunity for girls and women to all technical and vocational programmes offered to men, Zambia provides for cooperation between employers and technical and vocational education, attempts to increase the social status of technical and vocational education, articulation between technical and vocational education and higher education, public awareness (for parents, employers and others) of technical and vocational education opportunities for women, legal recourse if rights are not granted, penalties for violation of legislation or policy, and funding to implement the law or policy.

Vocational Guidance. The Ministry of Education has a formal policy regarding the provision of vocational guidance to girls and women and to boys and men. Vocational guidance programmes encourage the participation of girls and women in technical and vocational education programmes. Active recruitment of girls and women into technical and vocational education is encouraged.

Funding. Vocational guidance in Zambia is funded through the national government, through local funding, through business and industry funding, and through private education paid for by the student or her family.

Enrollments. For the past two years, serious efforts have led to enrollments of women in refrigeration, electrical, mechanical, metal fabrication, and engineering programmes in vocational and technical education. In addition, women are enrolled in business studies, clerical and shorthand typing, cutting and tailoring, and home economics.

Administration. The ministries of education and labour have joint responsibility for the administration of vocational guidance for girls and women in Zambia. Additionally, special agencies dealing with the rights of women assist in the process.

Vocational Guidance Programme Development and Improvement

National needs assessment studies have been conducted of the vocational needs of girls and women. Students, teachers, counsellors, parents, employers, counsellor and teacher educators, and women's groups or associations were all involved in the needs assessment. The following barriers to participation of girls and women in technical and vocational education were identified: student attitudes, parent attitudes, school staff attitudes, employer attitudes, the social role assigned to girls and women, and limited funding to attend programmes.

Vocational guidance programmes to help girls and women are available in secondary schools, higher education, employment or career centres, and employer-based programs in Zambia. Programmes are also provided by private women's advocacy organizations. Guidance counsellors and teachers provide the programmes for girls and women.

Training for vocational guidance counsellors is provided through teacher training institutions. Future teachers are eligible for the counselling training after two years of teacher training. Continuing education is provided for both counsellors and teachers through seminars and workshops.

The following types of technical assistance are provided to local vocational guidance programmes by the national level: curriculum materials, career and education information resources, counsellor and teacher training.

A specific benefit that vocational guidance programmes have produced for girls and women is the opportunity to be employed in industry in occupations where only boys and men were employed before. In the broader society, many citizens have benefitted from the participation of women and the community has become more involved in educational programmes. Women are now participating in all areas of local development even when men are not there.

Both national and local staff are responsible for evaluating the vocational guidance program. Evaluation results are used to improve the programmes at both the local and national levels.

Vocational Guidance Programme Model

Zambia has national guidelines for vocational guidance programmes. The guidelines provide for the relationship of vocational guidance to the total education programme, criteria for qualified leadership, criteria for staff qualifications and staff/student ratios, guidelines for resources (money, equipment, facilities, materials), and guidelines for linkage with other groups (for example, employers, parents, government agencies, and higher education).

The following vocational guidance programme components are recommended in the Zambian guidelines: information about careers and education/training, vocational assessment, advising, counselling, enabling activities (for example, career days), and women mentors.

Successful Sites

Opportunities for Girls in Courses in Technical Education and Vocational Training

Goal. Available in all the provinces of Zambia, the goal of this national programme is open opportunity in technical education and vocational training.

Participants. Girls who are students in secondary education.

Staff. Men and women teachers and guidance counsellors.

Key Programme Activities. Girls are encouraged to enroll for training in specific areas of technical education and vocational training. Girls and women are now enrolled in refrigeration, electrical, mechanical, metal fabrication, and engineering programs as well as the more traditional "women's" programmes.

Best Vocational Guidance Activities

Two activities have been identified as being the best for assisting girls and women to enroll in, complete, and secure employment in vocational training and technical education areas. The first vocational guidance activity provides for the use of video shows to expose girls to career opportunities. The second activity provides for the use of career leaflets for exposing girls to different career opportunities. School counsellors use the leaflets for displays and for discussions with students.

SUMMARY

This chapter has presented the case studies for each of the ten countries. Its purpose has been to summarize the information from each country that was provided through the questionnaire and through documentation. The next chapter will summarize this information so that this wealth of information can be more easily applied to improve vocational guidance programme in other countries.

Chapter 3: A World Summary

INTRODUCTION

The literature review and case studies provide comprehensive information that are helpful in developing a world view of the current status of vocational guidance to enhance educational and occupational equity for women. The purpose of this chapter is to summarize policies and practices that may be adapted for use in countries other than the ones in which they were originally developed and to clarify continuing needs and issues.

In this section, a summary of the experiences of the 10 countries who participated in this project provides the reader with some good ideas for working with vocational guidance for equal access and opportunity for girls and women in technical and vocational education. Since there is a wide range in the implementation of vocational guidance programmes for girls and women in the participating countries, the reader can find assistance for programs that are just beginning to be implemented as well as for programs that are fairly well established.

The study framework presented in Figure 1 on page 7 is useful for organizing this summary of findings. At the national policy level, national legislation and policy related to equal employment opportunity and equal educational opportunity (including technical and vocational education and vocational guidance) are considered. From the vocational guidance perspective, key programme features are summarized: programme models, goals, components, benefits, staffing, and technical support. Finally, transportable vocational guidance programmes and strategies are summarized. The reader is referred to the case studies for more specific information about the transportable programmes and activities.

NATIONAL POLICY

Employment Opportunity

Summary of Findings - Employment Opportunity

- Some of the participating countries have both legislation and national policies that provide for employment opportunity protection for girls and women (India, Mexico, Republic of Korea, Spain, Sweden, Turkey, United Arab Emirates);

- Some of the participating countries are developing legislation and national policies that provide for employment opportunity protection for girls and women (South Africa);

- Some of the participating countries have national policies that provide for employment opportunity protection for girls and women, but do not have legislation that supports this policy (Zambia);

- Some of the participating countries have neither national legislation nor national policies that provide for employment opportunity protection for girls and women (Argentina).

Most countries reported that equal employment opportunity for women was protected by law or national policy. An important feature of these policies is the range of rights protected. These include the right to protection in initial appointment, promotion, termination, and training. In addition, several countries addressed the prohibition of sexual harassment. Equal pay was addressed in some countries. Sweden's legislation includes additional markers such as working conditions appropriate for both men and women and support for combining gainful employment and parenthood. To support work-family roles, some countries (Republic of Korea, for example) provide paid maternity leave. Other measures focus on requiring employers to maintain statistics for men and women on jobs held and pay received and to develop strategies for overcoming inequities.

Equal opportunity policy usually carries formal structures and processes for enforcement. These include various structures within the government, usually the department of labour in addition to legal bodies such as labour courts. A first strategy is public information including increasing employees' and employers' awareness of rights. If employees have specific complaints, these are formal processes for filing complaints and hearings related to the complaints. Usually, an administrative staff or ombudsman is empowered to hear and suggest remedies including penalties and fines. If these are not successful, cases may be presented to courts for formal processing.

A variety of strategies are used to inform individuals of their rights - educational components, public information messages, written materials, use of labour unions and alumni associations, dissemination through employment services offices, and others. It is clear that awareness is not sufficient to overcome persistent trends in under-representation of women in many career areas. Other more intensive programmes are needed and are summarized later.

EDUCATIONAL OPPORTUNITY

Summary of Findings - Educational Opportunity

- Some of the participating countries have both legislation and national policies that provide for equal educational access for girls and women (Argentina, Mexico, Republic of Korea, Spain, Sweden, Turkey);
- Some of the participating countries have national policies that provide for equal educational access for girls and women, but do not have legislation that supports this policy (India, Zambia);
- Some of the participating countries are developing plans, required by legislation, for making education available for all eligible students at all stages of education (United Arab Emirates);
- Some of the participating countries do not have national legislation or formal policies that provide for equal educational access for girls and women (South Africa);

Most countries have some type of policy that guarantees equal educational opportunity for women. On the general educational level, this includes equal educational facilities (usually co-educational), equal access to programmes, and equal access to length of training. Although these are provided, there are enduring barriers to full participation of women in educational opportunities. These include gender norms, parental attitudes, economic roles of women, poverty, illiteracy, and distance from educational opportunity.

Usually, administrative responsibility resides within national departments of education. Specific administrative arrangements are made to ensure implementation. These include special sections for women's programmes, national and regional training facilities for women, collaboration with nongovernmental women's organizations, staff assistance at national and state levels to support implementation, special reporting procedures, and interagency committees.

TECHNICAL AND VOCATIONAL EDUCATION

Summary of Findings - Technical and Vocational Edlucation

- Some of the participating countries have both legislation and national policies that provide for equal access to technical and vocational education for girls and women (Mexico, Republic of Korea, Sweden, Turkey, Zambia);
- Some of the participating countries have national policies, but not legislation, that provide for equal access to technical and vocational education for girls and women (India);
- Some of the participating countries have national policies that have not been formally adopted but that are used to provide for equal access to technical and vocational education for girls and women (South Africa);
- Some of the participating countries have neither legislation nor national policies that provide for equal access to technical and vocational education for girls and women (Argentina, United Arab Emirates);
- Policies for technical and vocational education are developed and carried out at the provincial level (Spain).

A key question related to the effectiveness of programmes is what criteria are to be used to evaluate success? Seeland (1991) suggests employment corresponding to the level of training, employment in field of training, and better chances of finding a job. The purpose of programmes for girls and women include the following:

- Enhance self-esteem;
- Build a positive image of women by recognizing their contributions to society;
- Develop critical thinking skills;
- Foster decision making and action;
- Support informed choices in such areas as education, employment, and health;
- Ensure equal participation;
- Support skills for economic development and entrepreneurship;
- Enhance knowledge of legal rights and entitlements;
- Increase awareness of nontraditional fields;
- Improve science and math teaching for girls and women;
- Improve access to programmes in rural areas.

A full range of strategies has been developed. These include: enrollment in specific technical and vocational education programmes; addressing specific needs of working women such as family support, child care, and training release; educational policy regarding access of women to education; availability of vocational guidance programmes; public information programmes for various groups such as students, parents, employers, teachers, and others; and assistance for women with family responsibilities. On a more specific level, technical and vocational education strategies have included the following:

- Specific reference to women in training material;
- Remedial courses in math and natural sciences;
- Continuing education programmes offered exclusively to women;
- Focus on psychological components through self-assertion training and addressing work-family issues;
- Child care provisions/ family leave policy;
- Financial security through maintenance allowances;
- Governmental and nongovernmental advocacy groups;
- Increase in the number of counsellors;
- Model of family-friendly workplace and woman-friendly company for use by employers;

- Support and mentors from trade unions and professional societies;
- Entrepreneurship training;
- Programmes to reduce fear about new technologies;
- Programmes in office automation; and
- Programmes to train skill workers and technicians.

VOCATIONAL GUIDANCE

Summary of Findings - Vocational Guidance Policy

- Some of the participating countries have both legislation and national policies that provide for vocational guidance programmes to encourage the participation of girls and women in vocational and technical education (Republic of Korea, Spain, Sweden);

- Some of the participating countries have national policies, but not national legislation, that provide for vocational guidance programmes (India, Zambia);

- Some of the participating countries have national legislation, but not national policy, that provides for vocational guidance programmes (Argentina);

- Some of the participating countries provide for vocational guidance through their vocational education legislation and policies (Mexico, Turkey);

- Some of the participating countries have no national legislation or formal policies relating to vocational guidance for girls and women, although vocational guidance programming is provided (South Africa, United Arab Emirates).

It is rare for vocational guidance to be specified in national legislation. National educational policy often cites vocational guidance as an important service that can support individual educational and vocational planning. National policies usually stress the levels at which vocational guidance might be provided, including primary and secondary education, postsecondary vocational education, and higher education. National labour policy usually provides for vocational guidance services to adults through local employment offices.

Summary of Findings - Barriers to Full Participation

- Student attitudes (Mexico, Republic of Korea, Spain, Sweden, United Arab Emirates, Zambia);
- Parent attitudes (India, Mexico, South Africa, Spain, Sweden, Turkey, United Arab Emirates, Zambia);
- School staff attitudes (Mexico, South Africa, Republic of Korea, Spain, Sweden, Zambia);
- Employer attitudes (India, Mexico, South Africa, Republic of Korea, Spain, Sweden, United Arab Emirates, Zambia);
- The social role assigned to girls and women (Argentina, Mexico, South Africa, Republic of Korea, Sweden, Turkey, United Arab Emirates, Zambia);
- Shorter school attendance for girls (Republic of Korea);
- Limited funding for girls and women to attend programmes (Republic of Korea, South Africa, Zambia);
- Limited programme offerings for girls and women (Republic of Korea, South Africa, Turkey, United Arab Emirates);
- Limited family and child care supports (India).

Despite supporting policy, emerging vocational guidance models, and promising guidance activities, there are persistent barriers that inhibit girls and women from participation in a full range of occupational and educational opportunities. Many programmes are recognizing these barriers and expanding programme strategies to include outreach consultation to parents, teachers and employers as well as girls and women themselves, to support more comprehensive change.

Vocational guidance is administered both through departments of education and of labour. Often, national educational plans contain components related to vocational guidance. These plans suggest the following:

- Specific teacher and counsellor training needs;
- Ratios of counsellors for schools;
- Establishment of state/provincial bureaus of educational and vocational guidance;
- Requirements for guidance activities reporting;
- Funding requirements for vocational guidance;
- The development of demonstration sites;
- The use of state and local supervisory staff.

Summary of Findings - Vocational Guidance Models and Activities

- Some of the participating countries do not have national guidelines for vocational guidance programmes (Argentina, South Africa, United Arab Emirates);

- Some of the participating countries have national guidelines for vocational guidance programmes (India, Mexico, Republic of Korea, Spain, Sweden, Turkey, Zambia);

- Guidelines provide for the relationship of vocational guidance to the total education program (India, Mexico, Republic of Korea, Spain, Sweden, Zambia);

- Guidelines provide criteria for qualified leadership (Zambia);

- Guidelines provide criteria for staff qualifications and staff/student ratios (India, Mexico, Zambia);

- Guidelines provide for resources, e.g., money, equipment, facilities, materials (Mexico, Spain, Zambia);

- Guidelines provide for linkage with other groups, e.g., employers, parents, government agencies, and higher education (Mexico, Spain, Sweden, Zambia);

- Guidelines provide for vocational guidance aspects of adult employment and training programmes (Sweden);

- Recommended guidance components include information about careers and education/training (India, Mexico, South Africa, Republic of Korea, Spain, Sweden, Zambia);

- Recommended guidance components include vocational assessment (Mexico, Spain, Zambia).

- Recommended guidance components include advising (Spain, Zambia);

- Recommended guidance components include counselling (India, Mexico, South Africa, Republic of Korea, Spain, Sweden, Zambia);

- Recommended guidance components include enabling activities, e.g., career days (India, Mexico, South Africa, Zambia);

- Recommended guidance components include women mentors (South Africa, Zambia).

An important development is an expanded definition of career development. Core dimensions of this definition include the following:

- Career development is a life-long process;
- Career development is a self-directed process;
- Career involves the integration of various life roles such as work, family, leisure, social, and community; and
- Career involves a set of skills that can be learned.

Out of these elements, new vocational guidance models are emerging. At present, much of this work is conceptual and has not been fully applied. However, there is evidence that these comprehensive models can support programme improvement by providing vision and a process for the expansion and improvement of existing programmes.

Comprehensive programme goals are a first component of most of these programme models. Goals are summarized under several broad domains including such areas as self-awareness, awareness of opportunities, self-management, and management of decisions and life transitions. The goals lead to specific programme goals or competencies that support successful and satisfying career planning over the life span. Competency areas related to self-awareness include interests, values, abilities; positive self-concept or self-esteem; interpersonal and teamwork skills; and recognition of the need for change over the life span. In the area of awareness of opportunities, they include use of career information resources, development of work attitudes, and understanding of the labour market. In the area of self-management and decision making, competencies include understanding of the decision and transition process, active involvement in planning, and integration of life roles.

Comprehensive career guidance models also suggest a variety of types of programme components. The premise is that programs should include a variety of program components designed to deliver programme goals to all program participants. Programme components include assessment, information, advising, careers education, counselling, enabling activities, outreach, placement and follow-up.

Summary of Findings - Education of Guidance Staff

- Preservice vocational guidance counsellor training is provided through universities, teacher training institutions, and technology institutes (India, Mexico, South Africa, Republic of Korea, Spain, Sweden, Turkey, Zambia);

- Preservice vocational guidance counsellor training is provided by private organizations (South Africa);

- Preservice training for employment counsellors who provide vocational guidance is provided through the National Labour Market Administration (Sweden);

- Continuing education for vocational guidance counsellors is provided through seminars and workshops (India, South Africa, Zambia);

- Continuing education for vocational guidance counsellors is provided through inservice training courses (India, Turkey);

- Continuing education for vocational guidance counsellors is provided through universities (Mexico, Spain);

- Continuing education for vocational guidance counsellors is provided through the professional association for counsellors (Mexico);

- Continuing education for vocational guidance counsellors is provided through adult education centres (South Africa);

- Preservice training in vocational guidance for teachers is provided through teacher education departments in universities and teacher education institutes (India, South Africa, Spain, Turkey);

- Continuing education in vocational guidance is provided to teachers through inservice training seminars and courses (South Africa, Turkey).

- Continuing education for school-based and employment office vocational guidance counsellors is provided by local authorities (Sweden).

In most countries, vocational guidance is delivered by teachers. However, there is increasing recognition of the value of a specially trained counsellor. Several countries report specialized counsellor training programs either at the undergraduate or graduate levels. There has been important work recently in specifying competencies for master's level career counsellors and career facilitators with less formal education. These competency areas include knowledge of career development, counselling skills, career assessment techniques, educational and vocational information resources, programme management, and the needs of special groups such as girls and women. Another essential element of preservice counsellor education programmes is supervised practical experience. Training programmes for teachers include information about labour market trends, career areas, and the relevance of specific school subjects to career fields.

Summary of Findings - Technical Assistance Provided to Local Sites

- Curriculum materials (India, Mexico, Republic of Korea, South Africa, Spain, Sweden, Turkey, Zambia);

- Careers and education information resources (India, Mexico, South Africa, South Korea, Spain, Sweden, Turkey, Zambia);

- Counsellor training (India, South Africa, Republic of Korea, Sweden, Turkey, Zambia);

- Teacher training (India, Mexico, South Africa, Republic of Korea, Sweden, Turkey, Zambia);
- University faculty funded to assist local sites (Mexico, South Africa);
- Centres to assist with teacher training located across the country (Mexico);
- Identification of school/industry linkages (Spain);
- State staff funded to assist local sites (India, South Africa, Sweden);

Full implementation of vocational guidance at the local level relies on the availability of technical assistance at the national and regional levels. The case studies indicate that a variety of technical assistance measures are being used. These seem to be crucial to reducing the gap between what is specified as ideal in policy statements and what is realized at the local level.

Summary of Findings - Benefits of Vocational Guidance Programmes

For Girls and Women

- Opportunities for employment in occupations dominated by men (South Africa, Sweden, Zambia);
- Higher rates of employment for women (Mexico, South Africa);
- Recognition of new professional fields (Turkey);
- Development of the spirit of enterprise (Turkey);
- Recognition of competence about professions (Turkey);
- Increased development of knowledge and skills (Turkey);
- Awareness of the need for change (Spain);
- Better knowledge of the labour market situation (Sweden);

- Enhanced levels of aspiration (India);
- Greater awareness of opportunities (Mexico, India);
- Increased status of women (India);
- Greater economic independence for women (India);

For the Broader Society

- Citizens have benefitted from the participation of women (Zambia);
- Communities have become more involved in educational programmes (Zambia);
- More participation of women in all areas of local development (Zambia);
- Recognition of regional employment opportunities (Turkey);
- Provision of educational opportunities suitable for local employment (Turkey);
- Assurance of local employment opportunities (Turkey);
- Awareness of employers and trade unions (Spain);
- Awareness of the political system (Spain);
- Programmes for transition from school to work (Spain);
- Increased employment and training opportunities for more sectors of society (South Africa);
- Equal introduction of opportunities to all regardless of race or gender (South Africa);
- Lower unemployment rates (Sweden);
- Fewer dropouts from educational programmes (Sweden);

- Improved standard of living in terms of health, finance, and other variables (India);
- Increased per capita income (India);
- Increased status of young girls and women (India);
- Students have become more autonomous in their career choices (Mexico).

Vocational guidance has important benefits for various groups including girls and women, local communities, broader society, and technical and vocational education. Fuller recognition of these benefits by all parties including parents, students, teachers, employers and policy makers is needed.

EXAMPLES OF EXEMPLARY PROGRAMMES FOR WOMEN

Summary of Findings

- Programmes to encourage the enrollment of girls in specific areas of technical and vocational education in which men usually enrolled (Zambia);
- University-based employment placement programme for advanced students and alumni (Argentina);
- Management training for women managers and prospective women managers of small-scale businesses (Republic of Korea);
- Educational programme to prepare after-school care providers for children (Republic of Korea);
- A programme to assist 100 women between the ages of 18 and 60 in studying in technical education programmes (Mexico);
- A programme to determine the level of need for speech and hearing therapists (Mexico);
- Regional programmes (New Opportunities for Women) to help

women between the ages of 25 and 45 to explore the world of work, obtain self-knowledge, and develop decision-making abilities (Spain);

- Twenty-two programmes across the country to help black high school students to improve academic performance, to improve study skills, and to develop enthusiasm for technology career opportunities (South Africa);

- A Careers Research and Information Centre for black youth aged 17-35 to provide information, skills, and a critical understanding of work and education (South Africa);

- ERASE (End Racism and Sexism through Education), a non-government organization, to provide direct assistance to youth and consultation services on vocational and educational topics (South Africa);

- One national and six regional employment and training institutes to raise the status of women by providing technical and vocational education and placement services (India);

- STEP (Support to Training and Employment Projects) to provide upgrading of skills and employment to poor and assetless women. By 1993, employment opportunities had been provided for over 92,000 women (India);

- Use of occupational information (videos, career leaflets, films, displays, career corners) to provide exposure to career opportunities for girls (India, Zambia);

- Workshops on employability skills (Argentina);

- Analysis of the positives and negatives of various careers with students of the training school (Mexico);

- Analysis of the advantages and disadvantages of the primary and secondary options for schooling with student's discussing each option (Mexico);

- Teacher resource packet, "Gender and Work: Breaking the Rules," includes information on gender stereotyping, statistics on women in the workplace, case studies of career role models in nontraditional careers, and instructional activities (South Africa);

- Periodical newsletter about employment for young women developed and disseminated by Ministry of Labour's employment centres (Spain);

WORLD SUMMARY

At this time, most countries have national policies to support equal employment and education for girls and women. Within technical and vocational education, there have been considerable efforts to implement structures and develop strategies to support the increased enrollment, completion, and placement of girls and women within non-traditional technical and vocational areas of study.

Vocational guidance is viewed as an important programme that can make real contributions to reducing barriers to full and equal employment for women. While some countries have systematic models for vocational guidance, others do not. The real challenge is to find ways to reduce the gap between comprehensive national models of vocational guidance and local practice. This gap is created by enduring social and cultural attitudes about the role of women and by lack of local resources required to fully implement comprehensive models.
The summary of the finding of the case studies when compared across countries includes the following:

- Most countries reported that employment opportunity is protected by national law and/or policy;

- There were differences in the types of rights protected ranging from basic rights to access to employment to broader areas such right to access progression and training, protection from sexual harassment, and right to family leave;

- An important part of legislation is the mechanism used to enforce equal opportunity. The most commonly used enforcement process starts with the labour ministry section or independent ombudsmen that attempt mediation followed by formal litigation in the courts if a resolution cannot be achieved;

- Most countries have some type of policy that guarantees equal educational opportunity for women;
- These equal education policies address various areas including equal educational facilities, equal length of compulsory education, and equal access to specific programmes;
- Administrative responsibility for enforcing equal educational opportunity usually resides with the department or ministry of education;
- Administrative arrangements for enforcing equal educational opportunity include special sections for women's programmes, national and regional training facilities for women, collaboration with nongovernmental women's organizations, technical assistance to local programs to improve access, special reporting requirements, and interagency committees;
- Most countries report procedures for ensuring access of girls and women to vocational education;
- An important trend has been to define specific purposes for technical and vocational education programs for girls and women. A sample of these purposes include increased self-esteem, building positive social images of vocational contributions of women, development of general and specific work skills, development of entrepreneurship skills, knowledge of legal rights, and increased access in rural areas;
- Technical and vocational education practices that have been used in programmes for women include remedial courses in math and science, references to women in training materials, initial courses exclusively for women, child care, and mentors;
- It is rare for a country to have a legislation that mandates vocational guidance. When legislation exists, it is often incorporated in legislation for technical and vocational education. Several countries have national policy statements related to

vocational guidance. These range from a brief mention of the requirement to comprehensive guidelines for programme goals, staff training and competencies, counsellor to student ratios, and resources;

- All countries mentioned personal and social barriers to full participation of girls and women in technical and vocational education. These barriers included student attitudes, family attitudes, employer attitudes, cultural norms about the role of women, shorter school attendance for girls, lack of family and child care support, poverty, and illiteracy;

- Vocational guidance programmes continue to be staffed primarily by teachers. Some countries use counsellors extensively while others use counsellors in a supervisory role to teachers;

- Several countries have teacher and counsellor training in career guidance and development that is provided through universities. In some countries, staff training is conducted by nongovernmental organizations. Continuing education is provided through workshops, university courses, and distance education;

- Technical assistance to local programmes is used in most countries and is viewed as essential to career guidance programme improvement. Specific strategies include curriculum materials, career and educational information systems and materials, counsellor training, funding for state staff to travel to local sites, funding for university faculty to travel to local sites, and school and industry linkages;

- Benefits of career guidance programmes for girls and women include higher rates of employment, increased knowledge and skill levels, increased vocational aspirations, and greater employment in nontraditional fields;

- Benefits of career guidance programmes for the broader society include participate of women in all economic areas, lower unemployment rates, increased retention in educational programs, increased per capita income, and increased status of girls and women.

SUMMARY AND RECOMMENDATIONS

How then can the improvement of vocational guidance programmes be supported world-wide? Some possible answers include the following:

- Continue to develop and disseminate comprehensive career guidance programme models;

- Implement national structures and procedures to support the implementation of these models including national and regional units for women's issues and for vocational guidance, interagency cooperation, national monitoring systems, and effective technical assistance;

- Strengthen counsellor and teacher education programs to include comprehensive aspects of vocational guidance. For counsellors, this will include studies in major career development competency areas as well as supervised practical experience. For teachers this will include information about career development, curriculum infusion, and career options related to various subject areas;

- Encourage local teachers and counsellors to examine model programs, to visit other sites, to review their own programmes, and to expand activities as needed. This can be done through inservice training, site visits, and distance learning;

- Encourage staff in model sites to share their best practices through making key reports available through international dissemination channels such as distance communication and professional journals;

- Expand vocational guidance efforts to include consultation with parents, employers, and other community members to help expand public awareness of the special career development needs of girls and women and the benefits of vocational guidance.

This is an exciting time for vocational guidance in many countries. The promises and frustrations are similar across national boarders. It is important to continue to share promising ideas with each other and to support each others work.

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APPENDIX A

Survey on Vocational Guidance for Equal Access and Opportunity for Girls and Women in Technical and Vocational Education

Conducted by the International Association for Educational and Vocational Guidance for United Nations Educational, Scientific and Cultural Organization
Section for Technical and Vocational Education, UNESCO, Paris

National Policy and Enrollment Information

1. Does your country have legislation or formal policy related to equal employment access and opportunity for women?
   ___ Yes ___ No

   For boys and men? ___ Yes ___ No
   If yes, please attach a copy in original language and/or English-language summary.

2. Does your country have legislation or formal policy related to equal educational access and opportunity for women?
   ___ Yes ___ No

   For boys and men? ___ Yes ___ No
   If yes, please attach a copy in original language and/or English-language summary.

3. Does your country have legislation or formal policy related to technical and vocational education for girls and women?
   ___ Yes ___ No

   For boys and men? ___ Yes ___ No
   If yes, please attach a copy in original language and/or English-language summary.

4. Does your country have legislation or formal policy related to vocational guidance for girls and women?
   ___ Yes ___ No

   For boys and men? ___ Yes ___ No

If yes, please attach a copy in original language and/or English-language summary.

5. How is vocational guidance funded in your country. Check all that apply.

___ National funding
___ Provincial or state funding
___ Local funding
___ Business and industry funding
___ Private education (paid by student or family)

Other ____

6. Please check any of the following that is required in your country's legislation or formal policies for girls and women (questions 1-3):

___ Access and opportunity for girls and women in all technical and vocational programmes offered to men

___ Cooperation between employers and technical and vocational education

___ Increased social status of technical and vocational education

___ Articulation between technical and vocational education and higher education.

___ Public awareness (for parents, employers and others) of technical and vocational educational opportunities for women

___ Vocational guidance to encourage the participation of girls and women in technical and vocational education programmes.

___ Legal recourse if rights are not granted

___ Active recruitment of girls and women into technical and vocational education.

___ Penalties for violation of legislation or policy

___ Funding to implement law or policy

Other (please list)

____

7. Please list all of the vocational and technical education programmes in which girls and women are enrolled (for example, homemaking, building trades, business education, business management, nursing).

8. Do you have national statistics for the number of girls and women enrolled in technical and vocational education?
___Yes ___No
(If yes, please include a copy of the enrollment statistics if convenient)

9. Please check any of the following that have direct responsibility for administering vocational guidance for girls and women in your country.

___ Department (or ministry) of education or vocational training
___ Department (or ministry) of labour and employment
___ Joint efforts of education and labour
___ Special agencies dealing with the rights of women

Other ______________________________________

Vocational Guidance Programme Development and Improvement

10. Have the vocational needs of girls and women been identified for use in the development of vocational guidance programmes. If yes, can you include a description in the original language and/or an English-language summary.

___ Yes, at the national level
___ Yes, at the local or regional level
___ Planning to conduct in future
___ No

11. Please check all of the following groups that were included in the needs assessment.

___ Students
___ Teachers
___ Counsellors
___ Parents
___ Employers
___ Counsellor/Teacher Educators
___ Women's groups or association

Others ____

12. Please check those barriers (that have not yet been reduced) to participation of girls and women in technical and vocational education that the vocational guidance programme is designed to reduce.

___ Student's attitudes
___ Parent's attitudes
___ School staff attitudes
___ Employer's attitudes
___ Social role assigned to girls and women
___ Shorter school attendance for girls
___ Limited funding to attend programmes
___ Limited family/child care support
___ Limited programme offerings for girls and women

Others ____
____
____

13. Please check the settings in which vocational guidance programmes to help girls and/or women are available.

___ Primary schools

___ Secondary schools
___ Higher education
___ Employment or career centres
___ Private women's advocacy organizations
___ Employer-based programmes

Others (Please list)

____

14. Please check any of the following who provide vocational guidance programmes for girls and/or women.

___ Guidance counsellors
___ Primary teachers
___ Secondary teachers
___ Department of labour staff

Other

____

____

15. Please describe how vocational guidance counsellors are trained at the preservice level in your country?

16. Please describe how vocational guidance counsellors are provided continuing education in your country?

17. Please describe how other staff (for example, teachers) are trained in vocational guidance at the preservice level in your country?

18. Please describe how other staff (for example teachers) are provided continuing education in vocational guidance in your country?

19. Please indicate which of the following types of technical assistance is provided by the national or provincial levels to local sites.

___ Curriculum materials
___ Careers and educational information resources

___ Counsellor training
___ Teacher training
___ On-site assistance
___ Fund university faculty to assist local sites
___ Fund regional or state staff to assist local sites

Other (please list)____

20. Please list specific benefits that vocational guidance programmes have produced.

___ Benefits to girls and women
___ Benefits to local communities
___ Benefits to broader society
___ Benefits to vocational guidance
___ Benefits to technical and vocational education

21. Please indicate which of the following is responsible for evaluating the vocational guidance programme.

___ National staff
___ Local staff
___ Other (please describe)

____

22. Are evaluation results used to improve the programme?

___ Yes, at local level
___ Yes, at national level
___ Not now but plan to in future
___ No
___ Don't know

Description of Vocational Guidance Programme Model

23. Do you have national guidelines for vocational guidance? ___ Yes ___ No
If yes, please enclose a copy of the guidelines.

24. Please indicate which of the following programme structures

are addressed in your national vocational guidance guidelines.

___ Relationship of vocational guidance to total education programme
___ Guidelines for qualified leadership
___ Guidelines for staff qualification and staff/student ratios
___ Guidelines for resources (money, equipment, facilities, materials)
___ Guidelines for linkage with other groups (for example, employers, parents, government agencies, higher education)

Other programme structure
areas ____

25. Please indicate which of the following vocational guidance programme components are recommended in your guidelines.

___ Information about careers and education/training
___ Vocational assessment
___ Advising
___ Counselling
___ Enabling activities (for example career days)
___ Women mentors

Successful Sites

Please identity two sites that you believe have successful vocational guidance programs that assist girls and/or women in enrolling in, completing, and securing employment in technical and vocational education areas and briefly describe each. If available, please attach any descriptions of programmes, programme guidelines or examples of programme activities.

26. *Site 1: Name of the Programme*

____

Goals:
Participants:
Staff:
Key Programme Activities:

Site 2: Name of the Programme

____

Goals:
Participants:
Staff:
Key Programme Activities:

Best Vocational Guidance Activities

27. Please describe the best vocational guidance activities for assisting girls and/or women to enroll in, complete, and secure employment in vocational and technical education areas. Select activities that might be used in other countries. (Provide example of materials if possible)

Name of the Activity:
Goals:
Audience:
Staff:
Description of activity:

APPENDIX B

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APPENDIX C

Recommendations for UNESCO on Guidelines for Career Guidance Programmes

UNESCO is dedicated to the equality of men and women in educational, social, cultural and employment domains. Educational and vocational guidance touches on all these areas. Guidance is a unique programme that is designed to facilitate the accomplishment of these goals through institutional services, but also to students and adults, themselves, to empower them to take the responsibility for much of their own personal, social, career and employment development. The Appendix suggests guidelines for career guidance programmes. Several of the ideas were adapted from the National Occupational Information Coordinating Committee (1989) report on the National Career Development Guidelines and the International Association of Educational and Vocational Guidance (1994) statement on guidance.

Career Guidance Defined

At one time, educational and vocational guidance was perceived as the process of giving students information about themselves and the educational and labour markets so that they would make the most appropriate decisions concerning educational and occupational choices. It is now accepted that information is not sufficient and that guidance must address the personal, social, educational and vocational development of the person. Guidance is a developmental process which requires a curriculum approach and not simply individual interviews at decision times.

The goals of guidance are to assist students to: understand and appreciate themselves; relate effectively to others; explore career alternatives; develop appropriate educational and vocational training plans; implement and complete their plans; and integrate successfully in society and the labour market.

Recommended National Strategies to Improve Career Guidance

Action by Government

1. Governments have legislation that defines the goals of guidance,

describes the range of services to be provided, and stipulates the level of resources. The legislation should apply to the services to be provided to students in educational institutions and adults in the labour market.

2. Ministries of education have policies on educational and vocational guidance within technical and vocational education. These policies should include the following requirements:

- All students in each grade shall receive curriculum-based career education covering each area of the goals of guidance; students who require individual counselling for satisfactory achievement shall receive it; and the guidance staff shall have the necessary competencies to deliver the guidance and counselling effectively;
- Guidance courses will address developmental issues appropriate to the age level of the students and cover such factors as planfulness, exploration, decision-making, information, and realism;
- Each course in the entire curriculum will include relevant career information and address the goals of guidance appropriate to the subject;
- Educational and vocational guidance and counselling services must be available through all educational institutions;
- Educational and vocational guidance and counselling is a specialized function which must be performed by staff members who possess the required competencies;
- Appropriate ministry will develop a system for guidance program review to provide counsellors and principals with a method for reviewing and planning the guidance programme from time to time;
- Policy should also include a statement that specifies the responsibilities of school principals, teachers and counsellors with respect to the guidance programme

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development and delivery;

- Education institutions must include, in the compulsory curriculum, training in personal, educational and career development;

- All students who need and want educational and vocational guidance and counselling can receive this counselling from a competent and recognized professional;

- The basic nature and quality of service that should typify the service provided to students and adults is clearly defined;

- The essential training and other qualifications that all counsellors in educational and vocational guidance should have is specified.

3. Ministries of labour provide employment counselling and placement services for students completing their studies. Preferably, the ministry of labour will provide the employment counselling and placement service directly on the campus of the institution, or in a career and employment counselling centre.

Students and workers need information about occupations and about the labour market in order to establish appropriate preferences, and to make decisions in the face of education, training and employment opportunities. The kinds of information that they require include: descriptions of the work in occupations; composition of occupational families; education and training requirements; requirements for certification, registration, or licensing; salary and wage information; working conditions; personal characteristics (aptitudes, interests, and personalities) of people successful in the occupation; physical activities; inter-occupational mobility; employment rates and numbers; seasonality; and, occupational forecasts. The collection and publication of this information is usually the responsibility of the ministry of labour.

4. Ministries of education and labour, together or separately

establish an agency, institution, or office with responsibility to develop and maintain:

- The provision of training and continuing education programmes for counselling and guidance practitioners;
- The development and provision of methods and materials for guidance;
- The conduct of research and development to create new, more comprehensive, and better ways of conducting educational and vocational guidance;
- The development of appropriate methods of evaluation of counselling and guidance.

Career Guidance Areas

Guidance Curriculum

The guidance curriculum will include such areas as:

Self Knowledge including understanding the influence of a positive self-concept; skills to interact positively with others; and understanding the impact of own growth and development.

Educational and Occupational Exploration including understanding the relationship between educational achievement and career planning; understanding the need for positive attitudes toward work and learning; skills to locate, evaluate and interpret career information; skills to prepare to seek, obtain, maintain and change jobs; and, understanding how societal needs and functions influence the nature and structure of work.

Career Planning including skills to make decisions; understanding the interrelationship of life roles; understanding the continuous changes in male/female roles; and, skills in career planning.

A period of work experience is recommended as a part of the guidance curriculum. The work experience serves to aid informed career choice and break down occupational stereotyping, to assist students to obtain a realistic impression of the culture of industry and commerce, and to develop the students' understanding of the role and function of different employees within an organization.

Self employment opportunities by girls and women. These include use of women as role models, special introductory technical and vocational education classes for girls and women only, remedial math and science courses, and entrepreneurship training.

Individual Career Planning

Individual educational and career planning is a fluid yet systematic process of helping individuals to explore both themselves and their possibilities and to decide, with what they want to do at different stages of the life span. Among the areas in which counsellors assist students are: goal setting, self exploration, assessment, decision-making, understanding trends and personalizing information in shaping one's own plans, imaging one's own future, raising self-expectations, individual planning, exploration of the work world and the changing nature of work, exploration of post-secondary opportunities, including apprenticeship, military training, and financial aid, development of a career portfolio, development of transition, change and coping skills, and examination of the influence of race, class, sex, and disability on one's vocational options and choices. Special needs of women in individual career planning should be considered including individual attitudes, family attitudes, employer attitudes, cultural norms about the role of women, and limited basic education opportunity.

Hallmarks of a Quality Guidance Programme

It is important that the guidance programme assure all users that the service meets recognized standards. The indicators of a good guidance programme include such features as formal notices of: the policy on guidance; the results that students may expect from guidance; a description of the guidance and counselling services; a description of the role of the student in the guidance programme and counselling service; the qualifications of the counsellors; the ethics of the counsellor and the educational institution; the guidance resources available and used, and how counselling is evaluated.

Ten "hallmarks" of quality guidance programmes are recommended:

- *Policy*. A policy that governs the development and delivery of the programme. Each educational institution must have a policy, but so must the ministry of education;

- *Programme design based upon client needs analysis and regularly reviewed*. The needs analysis should include the following possible problems and needs: lack of belief in self; lack of knowledge of own talents; lack of educational and career objectives; lack of appropriate action plan to achieve objectives; need for peer support; need for career education and labour market information; study habits; need for life skills training; need for job search training; parenting skills for the students who are parents; assistance with housing; transportation; finances; and, family responsibilities;

- *A listing of what the client will gain from guidance and counselling*. These outcomes might include: Increased: capacity for self-direction; motivation towards studies; motivation to seek work; self-esteem in relation to work; responsibility for taking action; clarity about own interests and aptitudes; job search skills; and, social support; Decreased self-defeating behaviours, and employment barriers; Plans to stay in school or education programme; Information about: education and training options, jobs available, and the labour market; Decisions about appropriate career choices; a career path; how to balance work, family, leisure and studies; a career or employment action plan; and overcoming own employment barriers; and, resolve a career, education or employment crisis; Knowledge of legal right to educational and employment access;

- *A description of what the counsellor does*. Guidance and counselling must be defined and described in words that students can understand;

- *A description of the range of interventions*. Counselling must be adapted to the uniqueness of each client. This is a very demanding requirement and requires a full range of interventions including counselling skills, assessment, career educational and labour market information. A guidance service does more than provide counselling. It also has a full range of information on occupations, education and training programmes and institutions, sources of financial assistance while studying, job search information and seminars, career planning seminars, assertiveness training seminars, video tapes on occupations and job search methods, computer assisted career guidance, etc;

- *A description of the functions of the guidance programme.* The range of guidance strategies includes: the Guidance Curriculum, Individual Planning, Responsive Services, and System Support, and also: Placement The guidance function may not always include responsibility for the placement of students into employment, because the ministry of labour may have an employment office for students on campus, or a separate department in the educational institution may have the responsibility. In cases where guidance is responsible for placement it is necessary to make contact with potential employers, ensure that they understand the training programs of the institution, obtain information on the types of workers employed in the firms, and encourage the employers to interview students who would be interested in such work. In addition, the guidance office would provide training in the preparation of an resume, writing letters of application, being interviewed, and making phone calls concerning possible vacancies;

- *A clear description of the role of the client.* It is important to be clear to the student as to the expectations of the client's role in counselling. Generic descriptions of the client's role need to be prepared and posted. The client is not required to receive guidance and may use the resource materials independently;

- *A Code of Ethics.* A statement of the ethical standards of the counsellor and of the program must be posted for clients to see;

- *Materials.* A quality programme has a battery of appropriate tests of aptitudes, interests and personality and has people who are competent to administer and interpret them. It has a complete library of career materials, including information on all sorts of training programmes. The occupational information should include up-to-date and accurate information on most occupations in terms of: the work performed, educational and training requirements, specific training requirements, desirable personal qualities, physical activities, working conditions, average pay, future outlook, inter-occupational mobility, etc. We can assume that it will have college and university calendars, but also it should have full information on apprenticeship programmes, cooperative programmes, and training offered through trade and professional associations.

- *Evaluation.* ,A guidance programme must regularly evaluate its programme and service to ensure that it is designed to meet the needs of the students;

Training of Counsellors

The competencies required of counsellors include the following:

- *Counselling.* Knowledge of developmental issues, counselling and career development theories and techniques, decision-making and transition models; and, role relationships; different cultures. Skills to: build productive relationships with students; use appropriate individual and group counselling techniques; assist students in identifying influencing factors in career decision making; assist students in changing biased attitudes that stereotype others by gender, race, age, and culture; assist students in understanding the relationship between interpersonal skills and success in the workplace; assist students in continually reassessing their goals, values, interests, and career decisions; and, assist students in preparing for multiple roles throughout their lives;

- *Information.* Knowledge of: changes taking place in the economy, society, and job market; education, training, employment trends, labour market, and carer resources; basic concepts related to career counselling such as career development, career progression, and career patterns; the changing gender roles and how these impact on work, family and leisure; employment information and career planning materials, employment-related requirements such as labour laws, licensing, credentialing, and certification; of referral services or agencies for job, financial, social and personal service; and legislation that may influence career development programmes. Skills to use career development resources and techniques designed for specific groups; and skills to use computer-based career information systems;

- *Individual and Group Assessment.* Knowledge of assessment techniques and measures of skills, abilities, attitudes, interests, values, and personality. Skills to identify assessment resources appropriate for specific situations and populations. Skills to evaluate assessment resources and techniques related so that their validity, reliability, and relationships to race, gender, age and ethnicity can be determined. Skills to administer, interpret, and personalize assessment data in relation to the carer development needs of the individual;

- *Management and Administration.* Knowledge of: programme designs that can be used in organizing career development programmes; needs assessment techniques and practices; and, management concepts, leadership styles, and techniques to implement change. Skills to: assess the effectiveness of career development programme; prepare proposals, budgets, and timelines for career development programmes; design, conduct, analyze, and report the assessment of individual outcomes;

- *Implementation.* Knowledge of: programme adoption and planned strategies; and, barriers affecting the implementation of career development programmes. Skills to: implement individual and group programmes in a variety of areas such as assessment decision making, job seeking, career information and career counselling; implement public relations efforts which promote career development activities and services; establish linkages with community-based organizations.

- *Consultation.* Knowledge of consulting strategies and consulting models. Skills to: assist staff in understanding how to incorporate career development concepts into their programme participants; consult with influential parties such as employers, community groups and the general public; convey programme goals and achievement to legislators, professional groups, and other key leaders;

- *Specific Populations.* Knowledge of differing cultural values and their relationship to work values; unique career planning needs of minorities, women, the handicapped, and older persons; and alternative approaches to career planning needs for students with specific needs.